

1st
Primary
2019



THEME 3

How the World Works





CONTENTS



CHAPTER 1
How Goods are Made Around the World

- By the end of this chapter, your child will be able to :

- Explain the difference between needs and wants.
- Identify that resources are needed to make products.
- Categorize different kinds of goods.
- Identify the stages of manufacturing a product.
- Explain how appliances are examples of technology that make life, work and play easier.
- Explain the importance of conserving water.
- Summarize how bread is created from start to finish.

CHAPTER 2
How Business Works

- By the end of this chapter, your child will be able to :

- Identify businesses that sell goods and services
- Distinguish between natural and man-made goods.
- Compare how people and goods are transported.
- Observe how a magnet works and how to use it in transportation.
- Recognize cardinal directions.
- Discuss the importance of tourists to a local community.
- Illustrate local stores and landmarks that are important to the community.



Buying, Selling and Saving

CHAPTER 1

How Goods are Made Around the World



DISCOVER Time



Things that make Me Happy

Activity Color the frame, then stick or draw some photos of things that make you happy.

Things make me happy

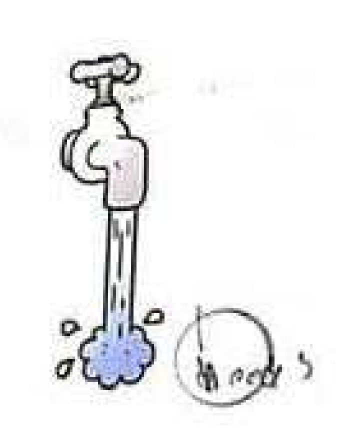
- Help your child to color the frame, then ask him/her to stick or draw some photos inside the frame using some magazines pictures.
- **Integration of subjects :** English (reading some words) - Art (coloring and drawing).
- **Life skills :** Self expression - Observation.

Needs Or Wants ?



Color the circles of **Needs** in [red] and the c... of **Wants** in [green] ,then write their numbers.

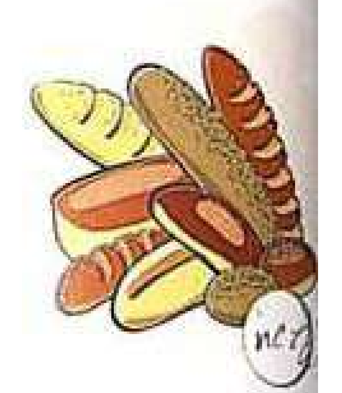














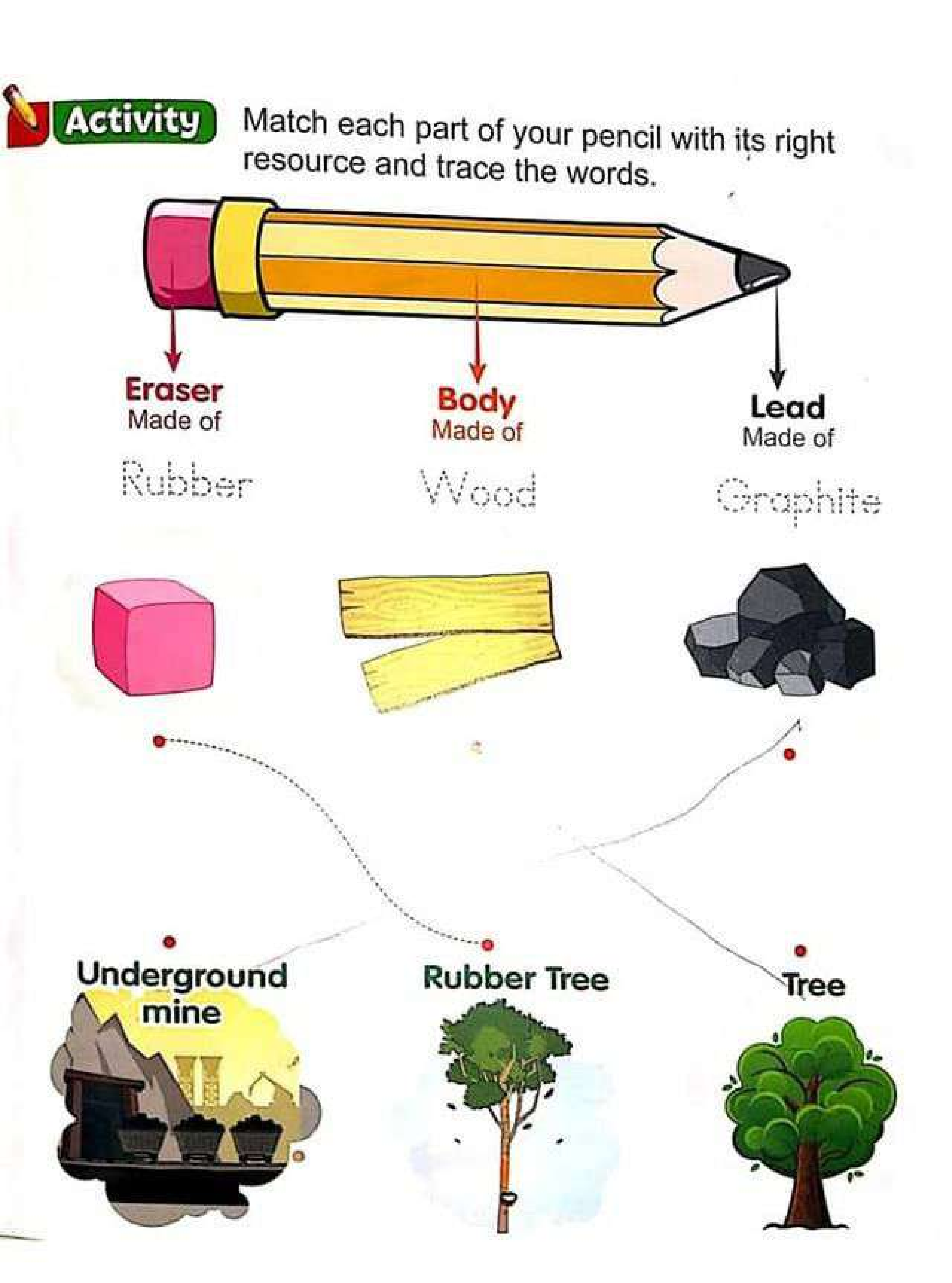




•**Number of needs =** 

•**Number of wants =** 

- With your child, discuss that needs are things that help us to survive, while wants are things that are nice to have, but we could live without them.
- Ask your child to count need and wants, then write their numbers.
- **Integration of subjects :** - Social studies (meaning of needs and wants).
  - Art (coloring) - Math (counting).
- **Life skills :** Observation - Set clear goals.


Activity
Match each part of your pencil with its right resource and trace the words.
Eraser
Made of
Rubber
Body
Made of
Wood
Lead
Made of
Graphite
Underground mine
Rubber Tree
Tree

How a Pencil is Made

Activity Color the pictures to show the stages of making a p



- With your child, discuss the different stages of making a pencil.
- **Integration of subjects :**
  Science (stages of making a pencil) - Art (coloring) - Social studies (resources)
- **Life skills :** Observation.

LEARN Time

Needs are things that help us survive.

Wants are things that are nice to have, but are not needed to survive.



My Pencil:

Lead	made of Graphite	Comes from Underground mine
Body	made of Wood	Comes from Tree
Eraser	made of rubber	Comes from Rubber Tree

DISCOVER Time

Types of Goods



Classify the following items in the table below.

T-shirt

Fish

Toy car

Fruits

Toothbrush

Coat

Comb

Ball

Food	Clothing	Toys	Hygiene
......Fish......	....	....	....
....	....	....	....

- Ask your child to read the words and classify them.
- With your child, discuss other goods and help him/her to mention their types.
- **Integration of subjects :** - English (read and write some words) Applied science (hygiene).
  - Social studies (classifying go...
- **Life skills :** Good listening - Classifi...

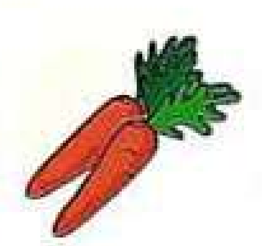
Stores and Marketplaces

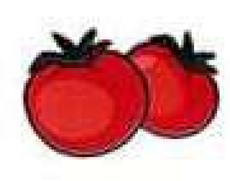
Activity Circle the goods that you can buy from each store, then trace the words.











Grocery store

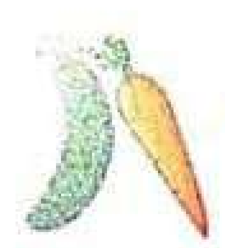






Bookstore

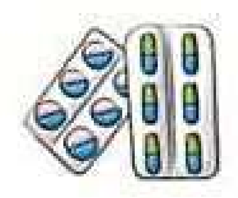






Market







Pharmacy

My Daily Need



Order the stages of life cycle of each good.

1

1

1

- Help your child to mention the stages of manufacturing (life cycle) of other goods that he/she needs daily.
- **Integration of subjects :** - Social studies (stages of good) - Math (writing numbers).
- **Life skills :** Realize relationships - Discovering - Observation.



Put ✔ at the resource that is used to make each of the following goods.

Life Cycle of a Product



Match each stage of creating of clothing to the correct number, then trace the words of each pictu

Manufacture

Wear

Buy

Harvest cotto

1 2 3 4

- Help your child to identify the stages of creating clothes : Harvest cotton → Manufacture → Buy → Wear.
- Discuss with your child the stages of creating other products.
- **Integration of subjects :** - Social studies (stages of clothes life cycle) - English (write and read new w
- **Life skills :** Good listening - Observation.

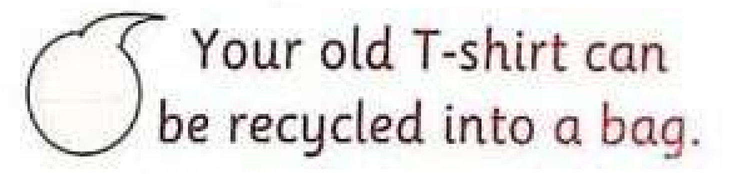
Throw Away or Recycle Clothing?



Put ✓ at the right behavior and ✗ at the wrong behavior.







◯ Your old T-shirt can be recycled into a bag.

◯ Burn your old clothes.





◯ Throw your old clothes into a waste bin.

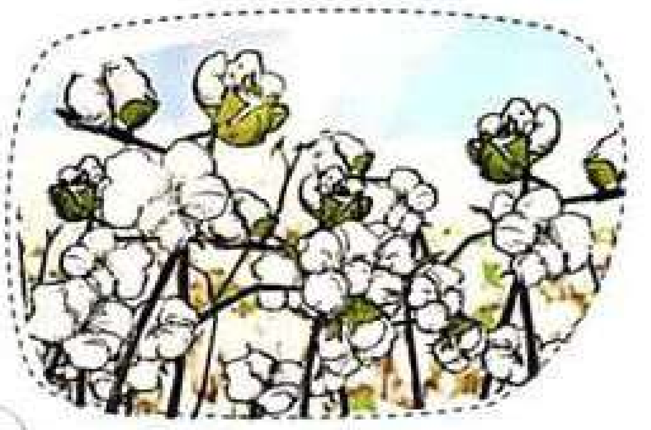
◯ Give your small clothes to a child younger than you.

Technology and the T-shirt



Order the following pictures to show the stages of making clothes.

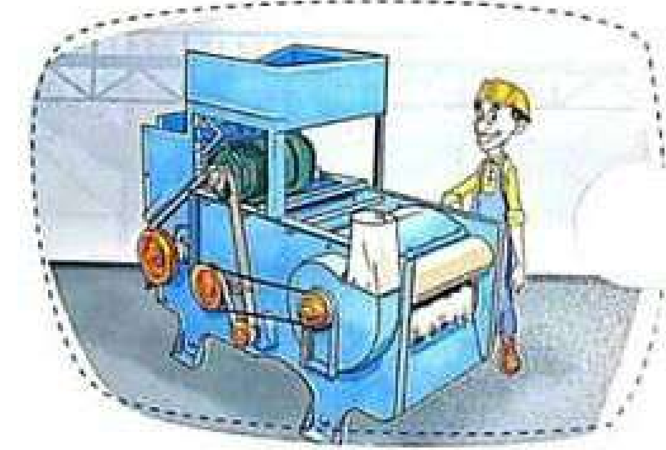




1 Cotton plant grows in fields.



Spin cotton into yar[n] that is woven into fa[bric] with a loom.



Separate cotton fro[m] seeds with a cotton g[in]



Pick cotton balls with a cotton harvesting machine.



Cut and sew the fabric with a sewing machi[ne]

- Help your child to identify the technology used in manufacturing clothes.
- With your child, discuss other technologies used in our daily life.
- **Integration of subjects :** Social studies (making clothes) - English (read some sentences).
- **Life skills :** Observing - Good listening.

Technology in My Day



Follow each maze from each person to the technology he/she is using and write how this technology helps him/her.

Helps to

____

Helps to

____

Help to

____



Imagine that you invent a **"Clothes change machine"**.

Order the following picture to show the right steps that you should do to build up your invention.



1 Use your imagination.

Make a list of what your invention will d



Draw your invention.



Build up your invention.



Ask your friend for help

LEARN Time

- I can buy different goods from different stores such as :

From



Fruits and vegetables



Grocery store



From

Medicine



Pharmacy



- Resources are materials that can be used to make goods such as :

To make

Cotton (resources)



Clothes (goods)



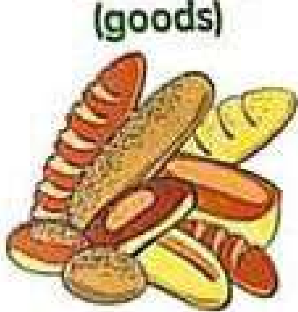
To make



Wheat (resources)

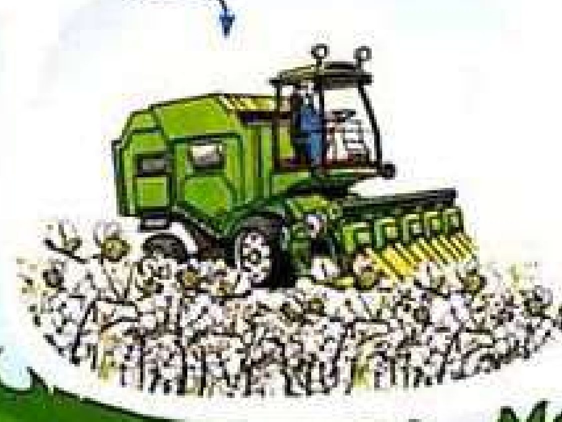


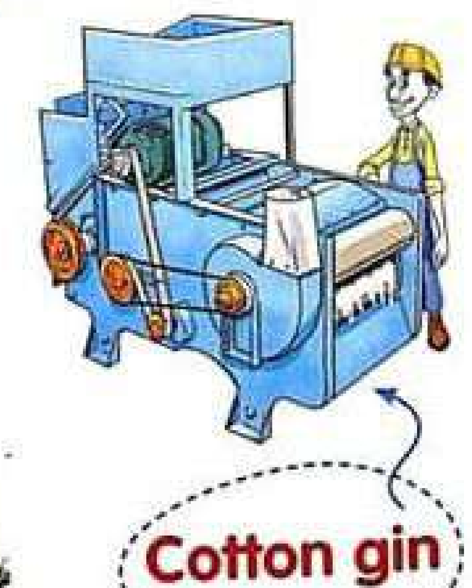
Bread (goods)



- Technology is anything that people create to help us do a task such as :

Cotton harvesting machine





Cotton gin

Sewing machine



Appliances





Match each appliance with its use.







Stove
Heat up food

Washing machine
Clean clothes

Vacuum cleaner
Clean floor from dust

Refrigerator
Keep food cold

Air conditioner
Cool the air

Computer
Find information

- Discuss with your child some other appliances at his/her home and their uses.
- **Integration of subjects :** Science (appliances) - English (reading some sentences).
- **Life skills :** Observation - Reading - Realize relationships.

Conserve Water



Put ✔ in front of pictures that show conserving water and ✘ in front of pictures that show waste of water.



I pledge to conserve water at home by

Turning the tap off while brushing my teeth.



Taking a shorter shower.



Fixing any leaky pipes.

Turning Wheat into Bread



Order the following pictures to show the stages of making bread.





The baker uses the flour to make bread.



The farmer uses his tractor to harvest the wheat.



We buy the bread from the bakery to eat it.



The farmer plants seeds and waits for his wheat to grow.



The farmer sends the wheat to a factory to make flour.

LEARN
Time

Appliances are machines built to help us to do something at home.


Computer


Washing machine


Electric iron


Stove

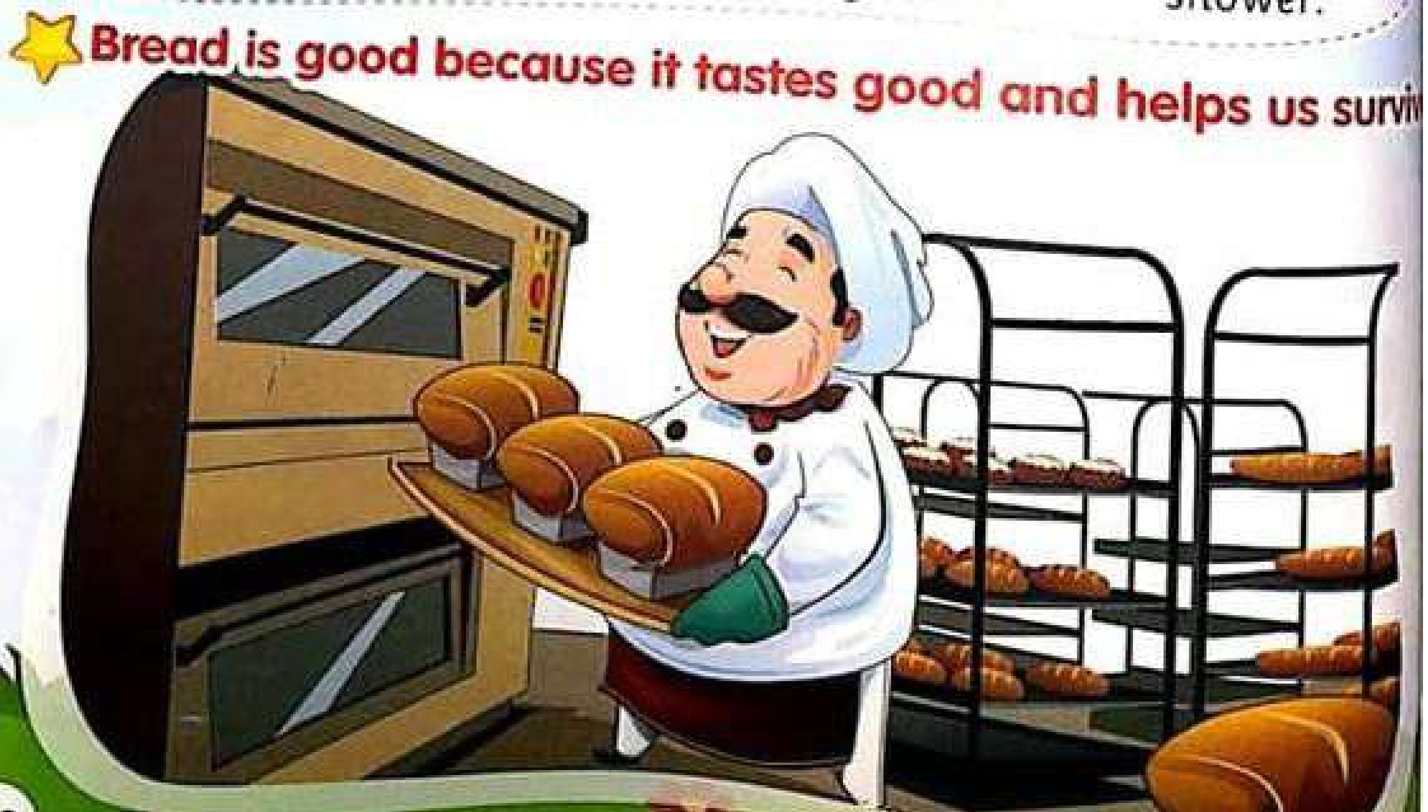
We must conserve water at our homes.


Fill the sink with water to do dishes.


Turn the tap off while brushing teeth.


Take a shorter shower.

Bread is good because it tastes good and helps us survi



Project Making Bread At Home.



- Color the following pictures that show how to make bread at home.



Mix 2 cups of flour and a small spoonful of salt in a utensil.



Add 1 cup of milk and a big spoonful of olive oil to the utensil.



Flour the table and knead the dough for 10 - 15 minutes.



Divide the dough into 4 equal pieces

- Help your child to read the sentences and color the pictures.
- Help your child to make bread at home using the same ingredients.

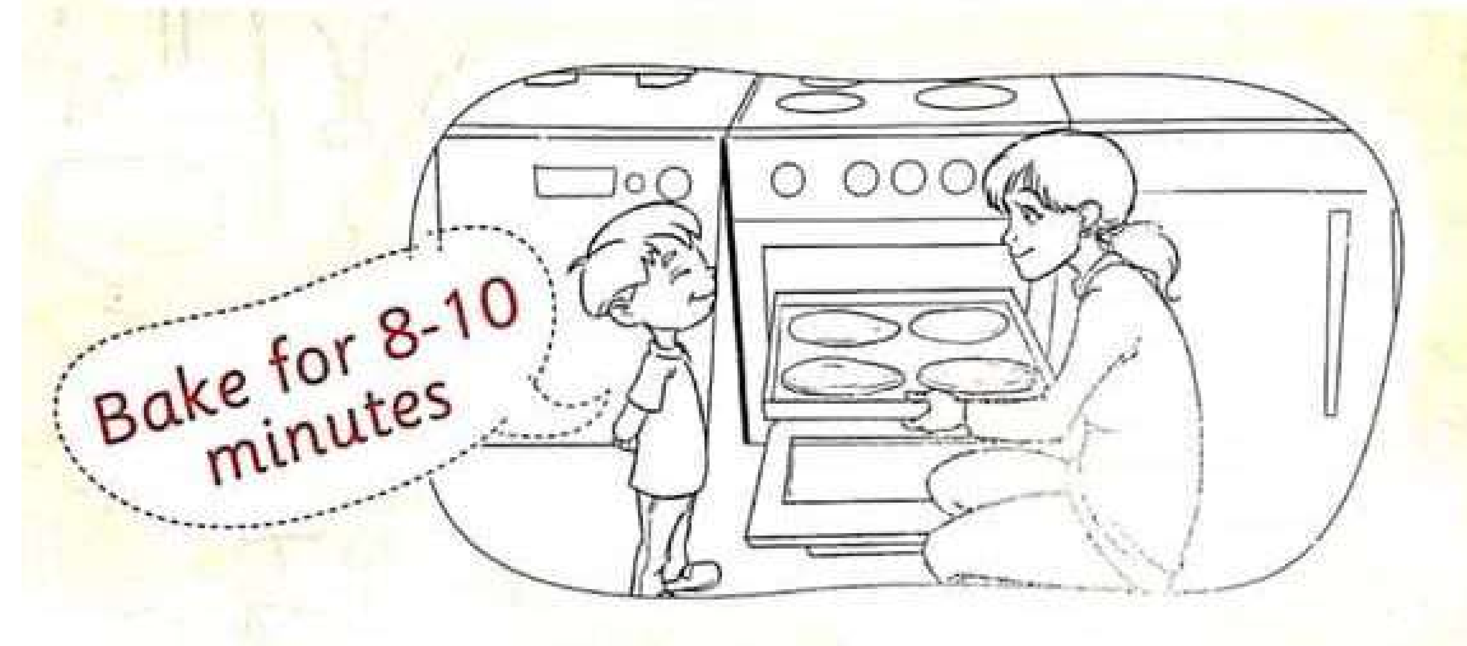




Use a rolling pin to roll each piece flat.



Place the 4 pieces on a baking sheet lined with parchment pap



Enjoy eating bread with your family





Needs

Needs

Wants

Wants

Resources

Resources

Goods

Goods

Hygiene

Hygiene

Stores

Stores

Markets

Markets

Baker

Baker

Bakery

Bakery

• Let your child read and trace each word and then write it twice by him/herself.


Car
Services & repair
Clothing store
FRUITS



Circle one figure or more used in each busine





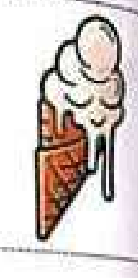


























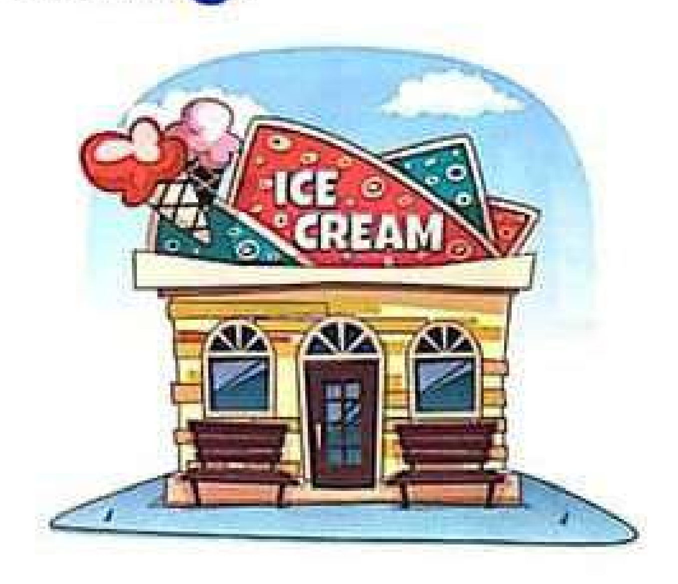


Goods and Services



Circle the business that sells goods with 🔴, and business that sells services with 🟢 and business that sells both with 🔵.







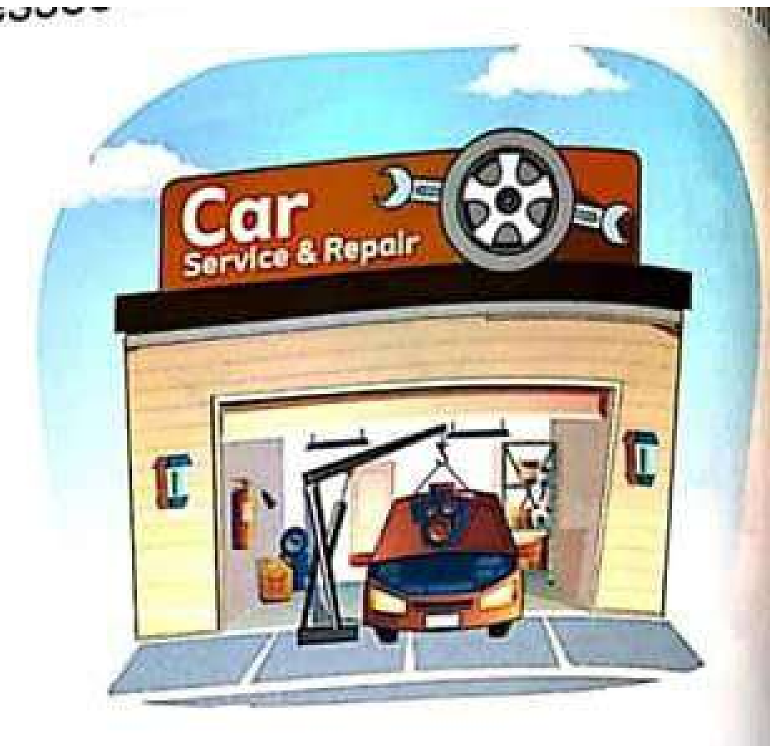







Activity
Circle the busine


FARM


Car
Service & Repair


Factory


FRUITS
VEGETABLES


HOTEL


ELECTRONICS

My Community Business



Circle the businesses that you see in your commu













Living Things



Color the circle of living things in  :

Living or Non-living Goods



Circle the store which sells natural goods.

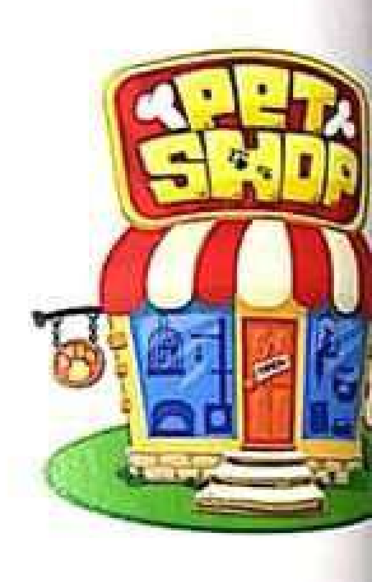










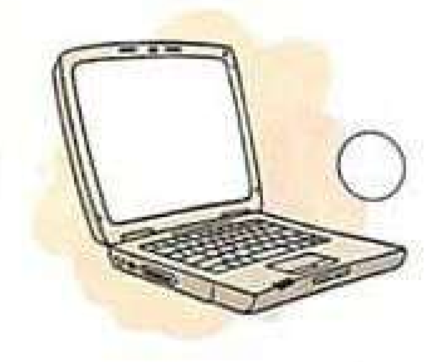


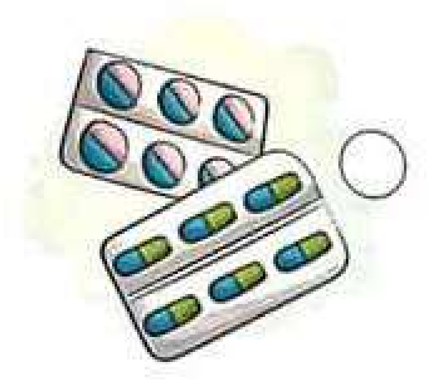


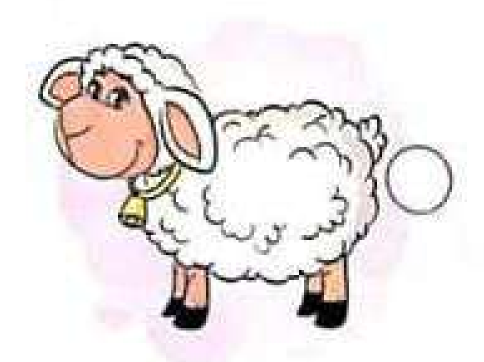




Activity Put ✓ at things that are man-made.



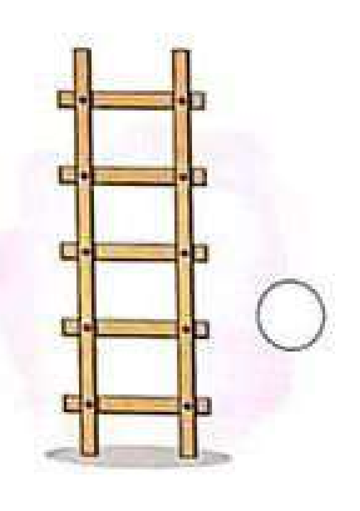














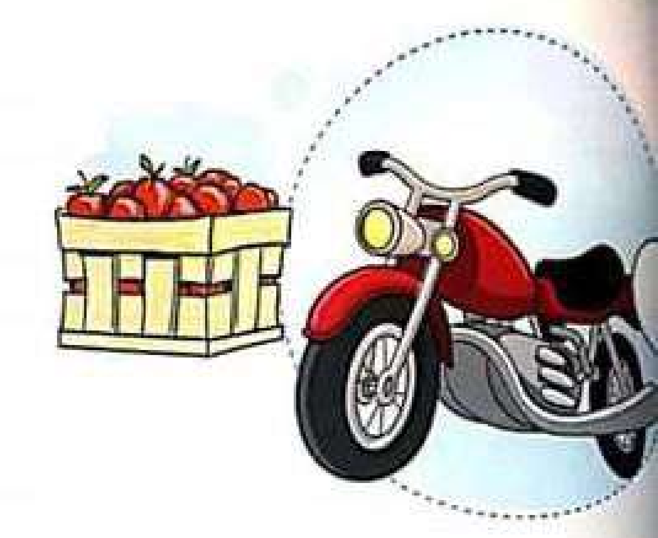


Types Of Transportation



Put ✓ if the type of transportation is suitable.













LEARN
Time



Businesses sell goods











Businesses sell services









Man-made goods





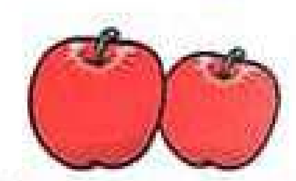


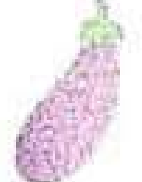


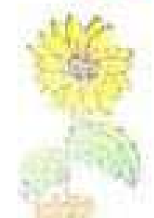




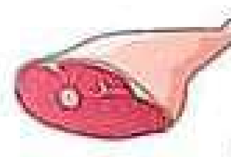
Natural goods





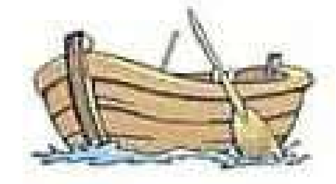






Some transportation is best for carrying people.









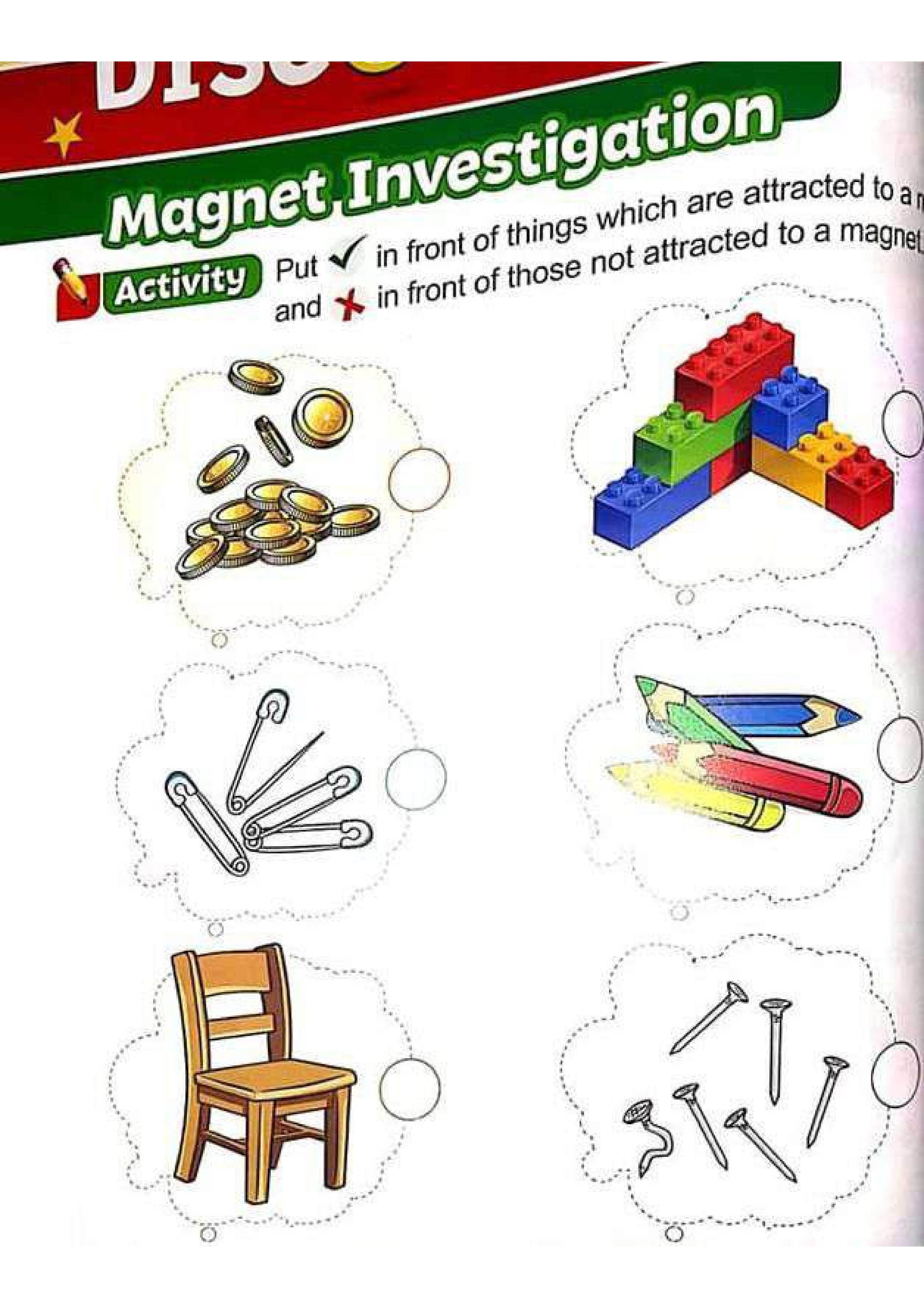
Some transportation is best for carrying goods.










Magnet Investigation
Activity
Put ✓ in front of things which are attracted to a m
and ✗ in front of those not attracted to a magnet

Compass



Draw a line to help each car move to the right store.

How The Sun Moves



Order the movement of the sun in the sky.

1

N
W
E
S

A Tourist For A Day



Put ✓ at places which a tourist may visit and ✗ at places which a tourist may not visit.

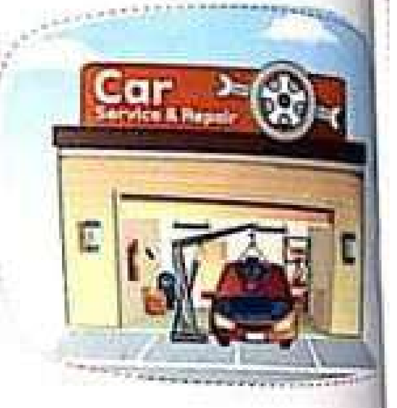












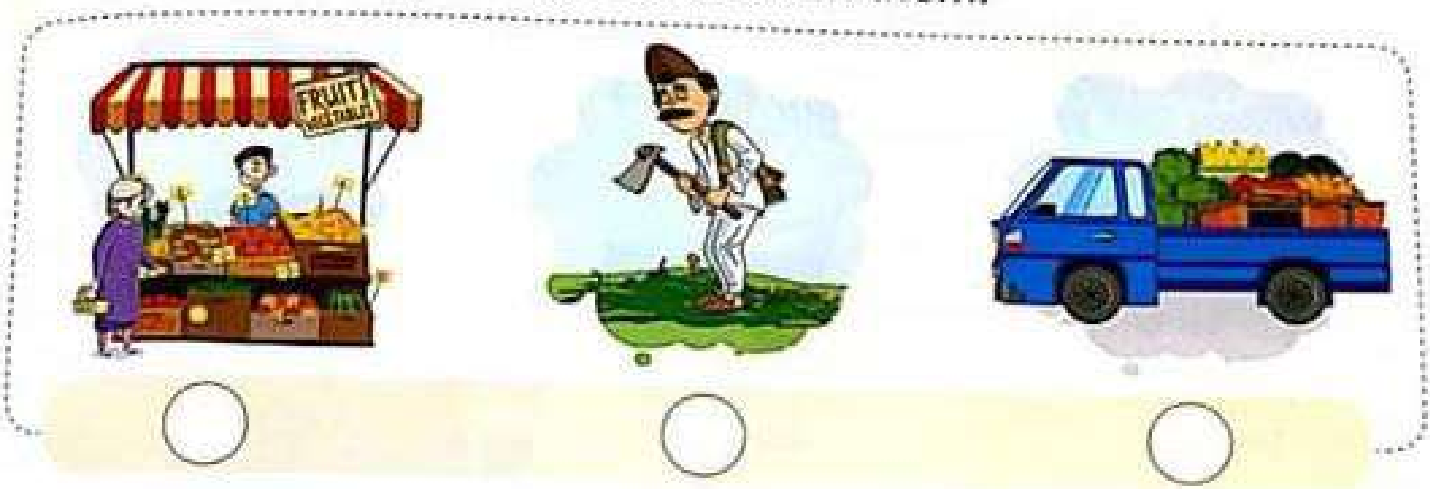




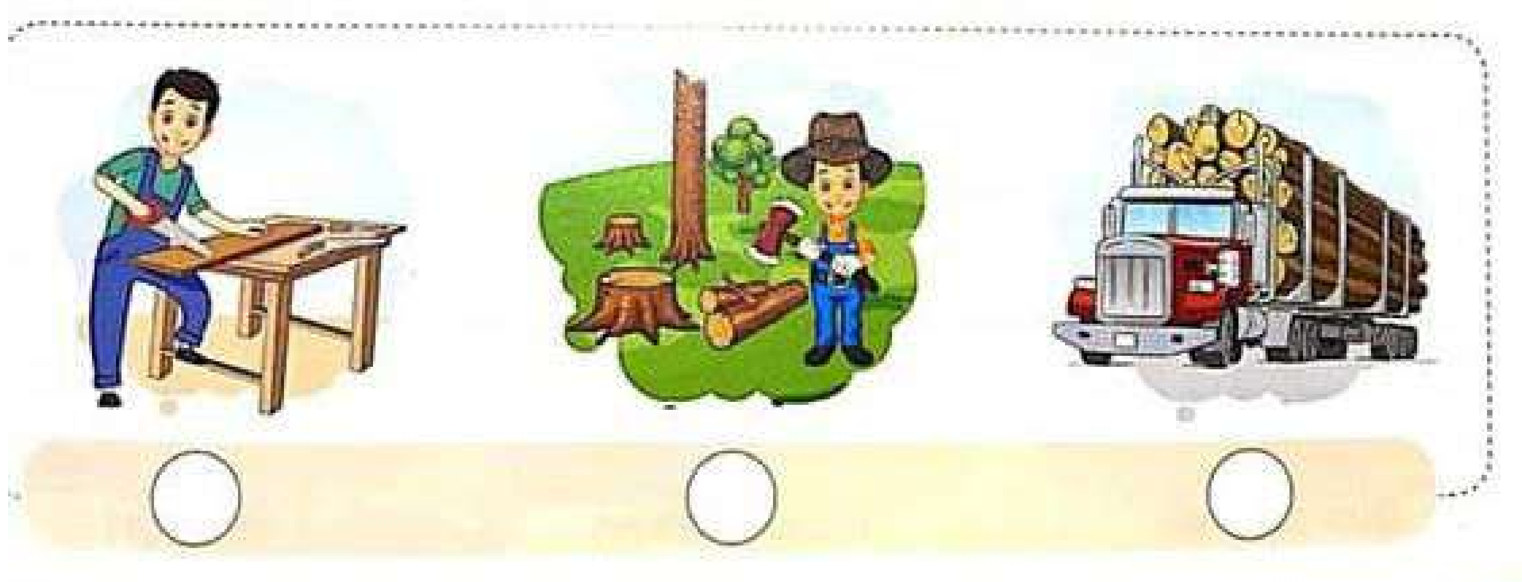
- With your child, discuss other business places that a tourist might visit.
- **Integration of subjects :** Social studies (identifying different places) - English (reading names of places).
- **Life skills :** Realize relationships - exchange information.



Activity Order the pictures of each business to show the right stages of each of them.







- Help your child to state other examples of business places.
- Integration of subjects : Social studies (importance of businesses in community) - English (listening to and reading some words).
- Life skills : Observing - Identifying relationships.

Destination Egypt





Imagine you were a tourist coming to Egypt on a
Circle an answer for each of the following question

 **Where did you begin your flight ?**

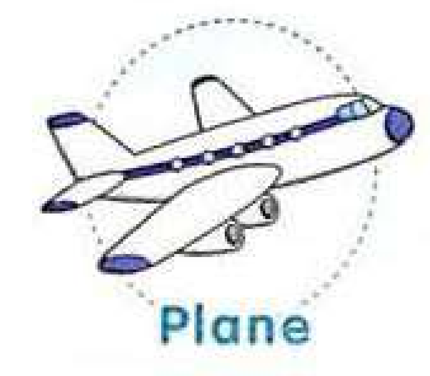

India

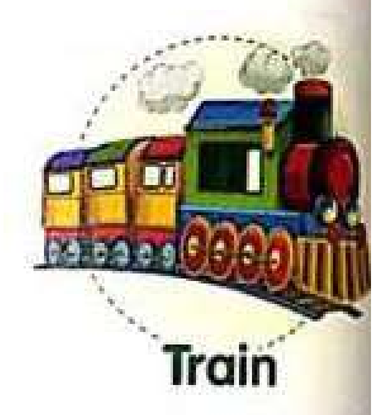

Russia


Dubai

 **How did you come to Egypt ?**


Bus


Plane


Train

What is the arrival area ?


Bus station


Train station



Airport

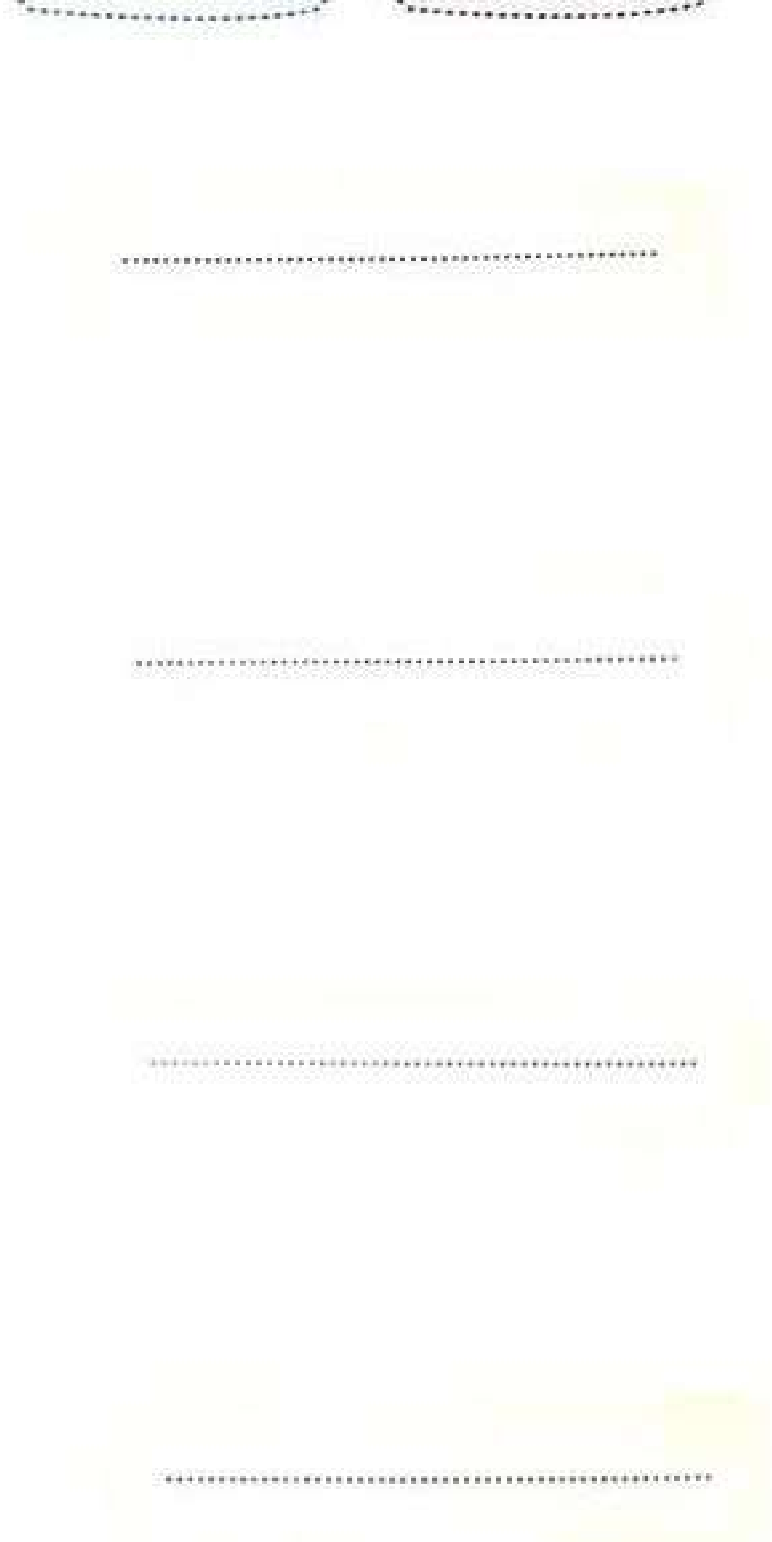
Community Tour



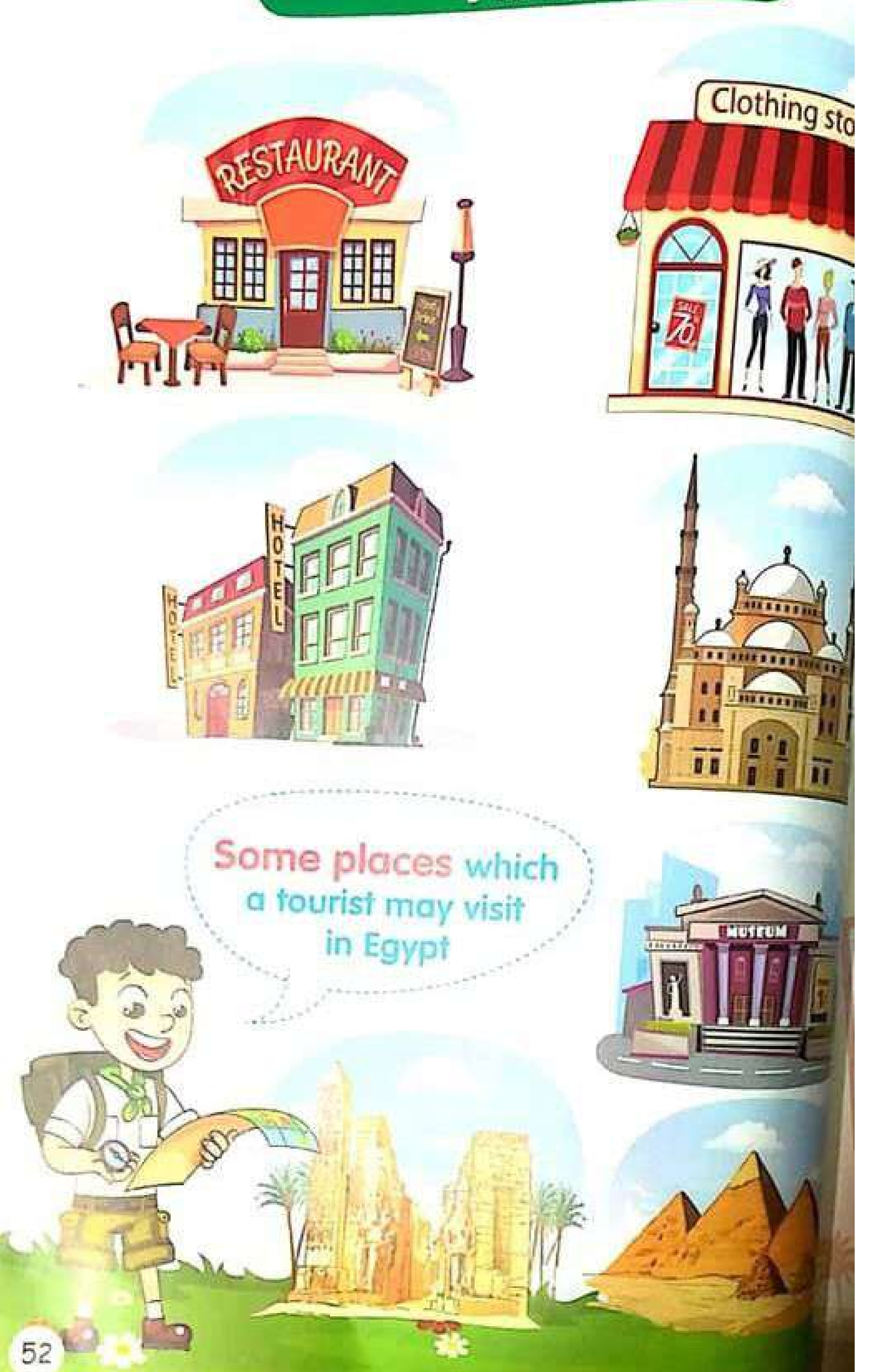
Put each of the following comments beside its suitable place in the pictures below.

Delicious food.	Great service.	My favorite place.	Wonderful store.



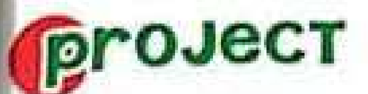


Time



RESTAURANT
Clothing sto
SALE 70
HOTEL
HOTEL
MUSEUM
Some places which a tourist may visit in Egypt

SHARE TIME





Write a letter to your friend about your vacation in **Egypt** .



Dear ....

(Name of your friend)

I have just visited Egypt with my family.



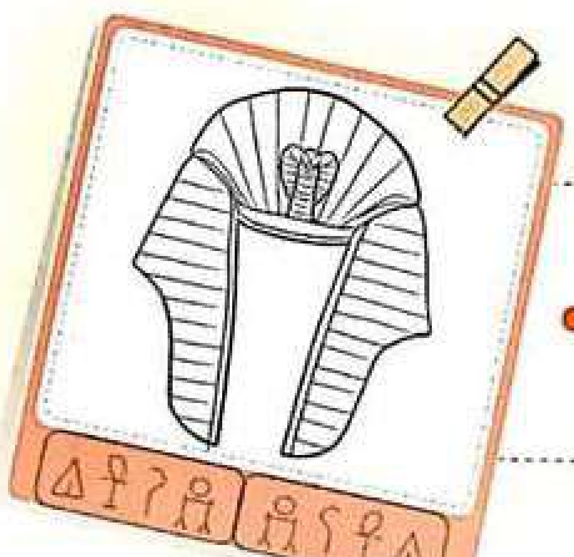
Egypt

- We saw many businesses such as souvenir shops .

- Ask your child to write a letter to his/her friend by coloring pictures, tracing words and completing sentences.



We saw many landmarks such as the temple of Pharaoh.



I bought a Pharaoh's hat at a souve[nir] store.

We ate delicious food such as Koshari.





Wish you were here too.

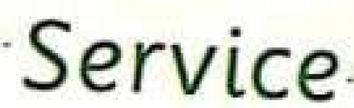
Sincerely

....

(Your name)



WRITING CORNER



Service

Service

Butcher

Butcher

Teller

Teller

Garage

Garage

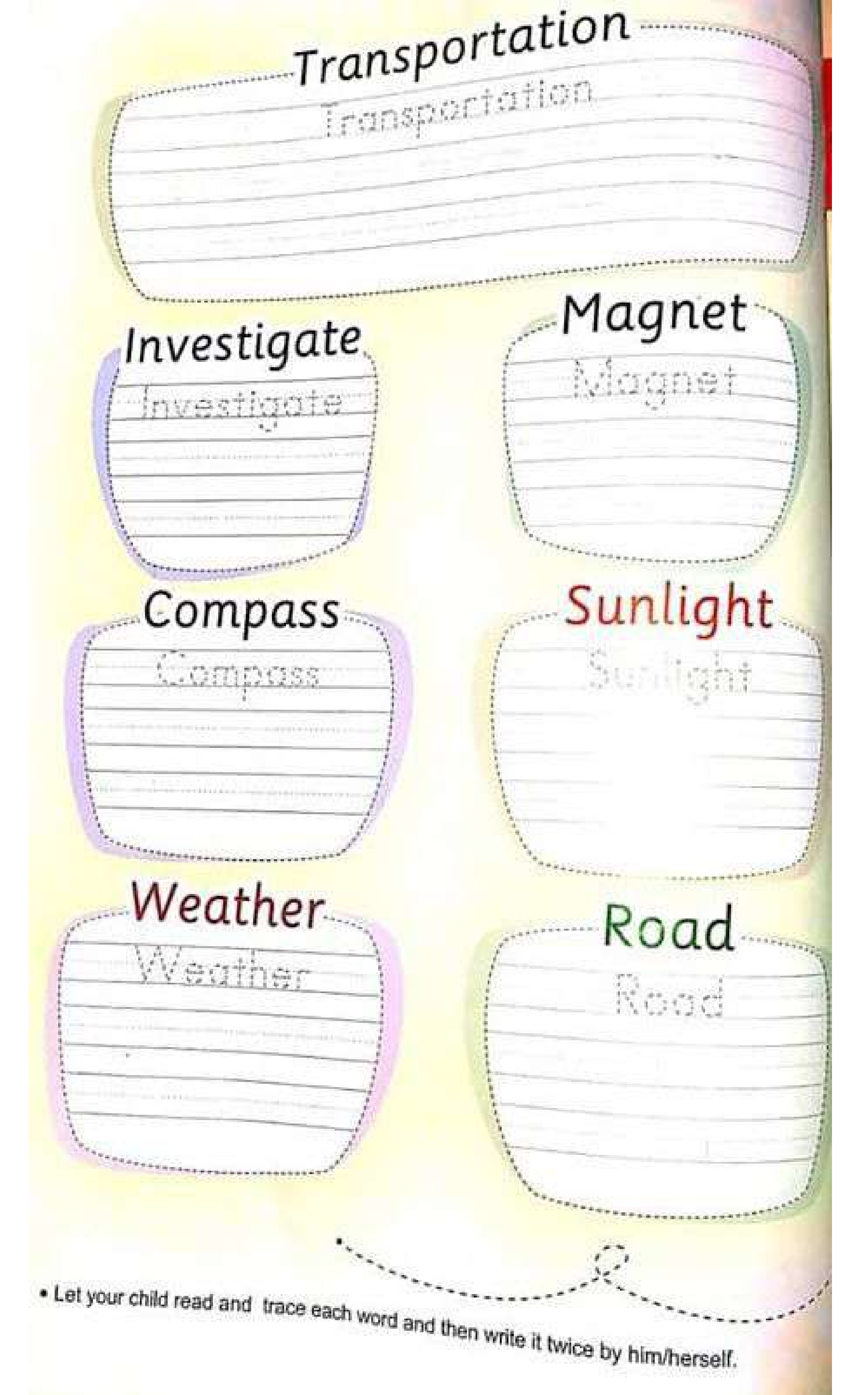
Cargo

Cargo

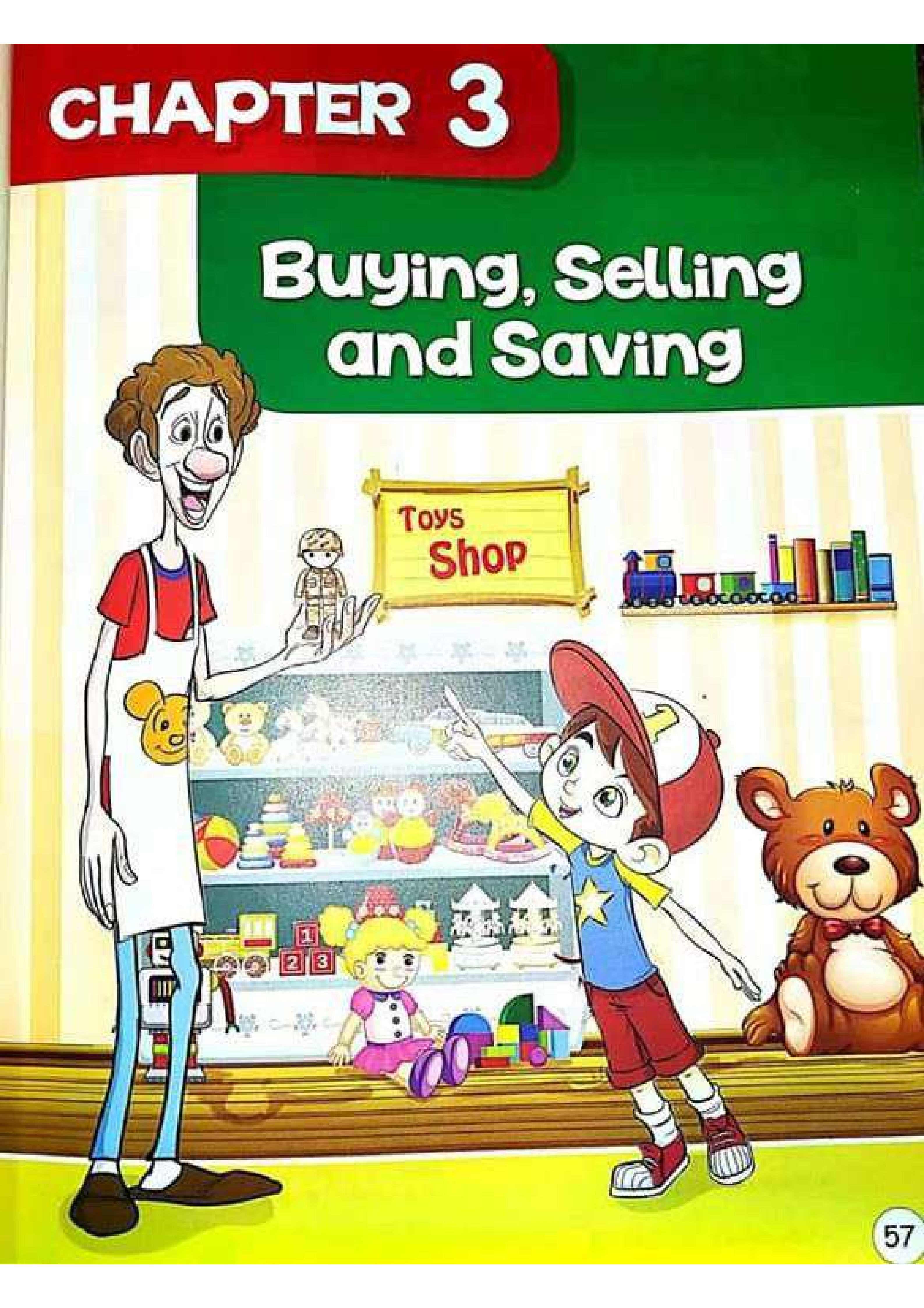
Tourist

Tourist

• Let your child read and trace each word and then write it twice by him/herself.



- Let your child read and trace each word and then write it twice by him/herself.


CHAPTER 3
Buying, Selling and Saving
Toys Shop

DISCOVER Time

Personal Hygiene



Color the pictures and trace the words.

Shampoo

Comb

Toothbrush

Soap

Toothpaste

Water

Towel

- With your child, discuss other examples of personal hygiene.
- **Integration of subjects :** Science (personal hygiene) - English (writing words) - Art (coloring pictures).
- **Life skills :** Observing - Collecting and recording data.



Circle one suitable tool or more for each person.

- With your child, discuss different tools used for personal hygiene.
- Say the names of different tools and let your child repeat them while using them for his/her personal hygiene.
- **Integration of subjects :** Science (personal hygiene) - English (speaking).
- **Life skills :** Observing - Realize relationships.





Sing the song

Conserve water every day,
every day, every day.
Conserve water every day,
please do not waste it.

Turn it off when not in use,
not in use, not in use.
Turn it off when not in use,
please do not waste it.

Shorter showers save water,
save water, save water.
Shorter showers save water,
please do not waste it.

Tell adults about a leak,
about a leak, about a leak.
Tell adults about a leak,
please do not waste it.

Conserve water every day,
every day, every day.
Conserve water every day,
please do not waste it.



- Encourage your child to identify other ways of conserving water.
- **Integration of subjects :** Art (singing) - Science (conserve water).
- **Life skills :** Problem solving - Reading.

LEARN
Time

A resourse is a material used to reach a goal.

- Water is a natural resource. We use water to stay clean.

STOP

We should not waste water.

DISCOVER Time

My healthy dinner



- Color the foods that the confused chef should choose [to] make a healthy meal.

- With your child, discuss different kinds of healthy and unhealthy foods.
- **Integration of subjects :** -Science (differentiation between healthy and unhealthy foods.
  - Art (coloring pictures).
- **Life skills :** Differentiating - Observing.

LEARN Time



- Food is a resource we use to **stay healthy.**
- All food can give us energy, but not all food is good for our bodies.

Unhealthy food

Healthy food

MILK

Yoghurt

Going shopping



Trace the words below and then match each item with the suitable store.

Book

Bread

Medicine

T-shirt

Clothing store

PHARMACY

BAKERY

BOOKS



Color **the good behavior** at stores in  and Color **the bad behavior** in .









- With your child, discuss the appropriate behavior for shopping.
- **Integration of subjects :** Art (using colors) - Social studies (behavior at stores).
- **Life skills :** Following rules - Respect others.

Shopping for Nadia

Activity Read the following story then, circle **the characters** with and **the setting** with

Nadia is a good girl. She loves her brother, Adel very much. S thinks how to make her brother, Adel happy on his birthday. T she asks for the help of her friend, Mona.

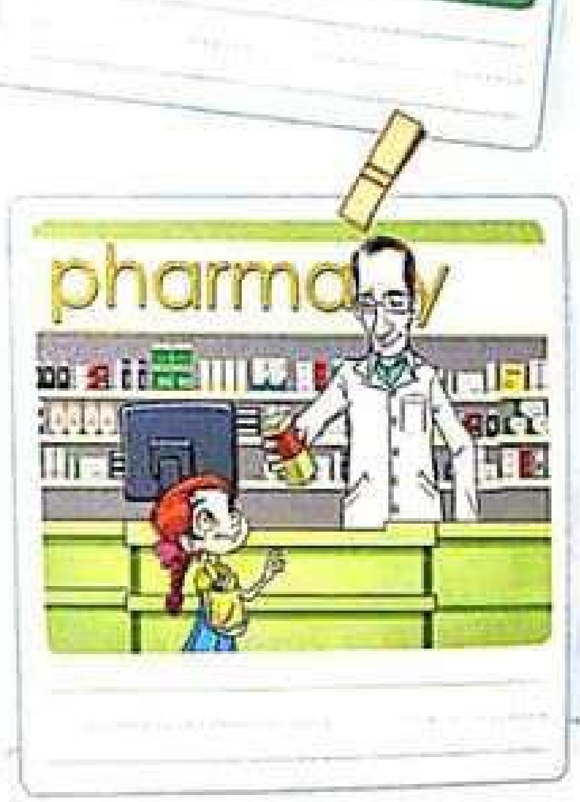
Mona helps Nadia to choose good presents. First, they go to a book store. After that, they go to a clothes store. By the end of the day, Nadia and her family celebrate Adel's birthday at their home. Finally, Nadia gives present to Adel who becomes very happy.



Read the following story then order the pictures that represent the events of the story writing the ordinal number terms in the suitable place.

Nadia was a very helpful child. Her mother gave her a grocery list and some money and asked her to buy some goods. First, Nadia went to the bakery to buy some bread. After that, she went to the grocery store to buy honey. Next, she went to the pharmacy to buy medicine. Finally, she arrived home and her mother was happy as Nadia helped her.







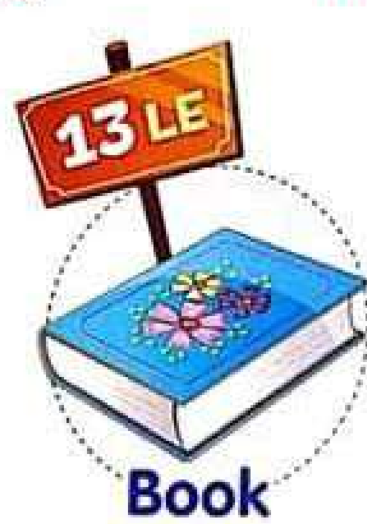
Activity 1 Complete the sentences below using the following pictures.











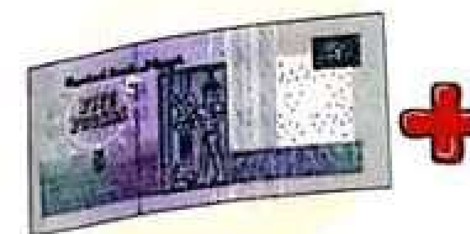


- I will buy .... , it costs **50 LE.**
- I will buy honey, it costs ....
- I will buy Bread and medicine. I need ....**pounds** to buy these goods.
- I will buy a book and .... I need **23 pounds** to buy these goods.

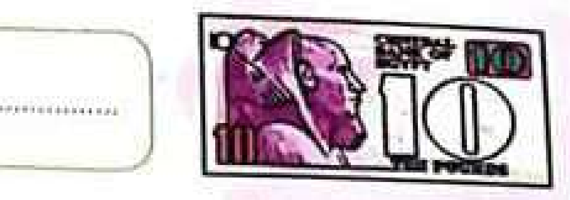
- Encourage your child to identify different prices of different goods.
- **Integration of subjects :** Math (Adding) - Economics (saving money).
- **Life skills :** Decision-making - Problem solving.















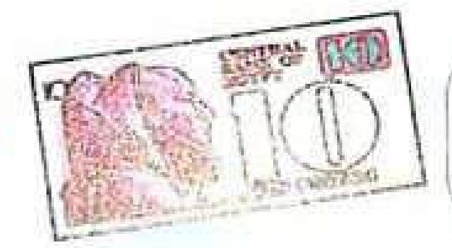




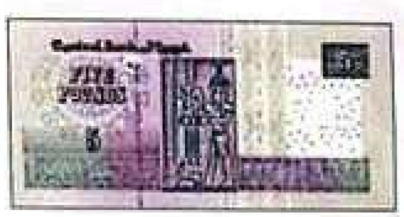








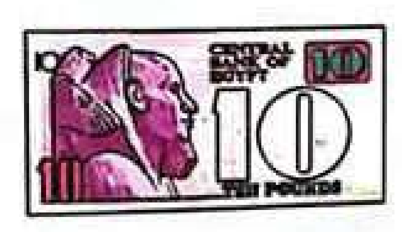












- With your child, discuss the importance of money and the difference in shape and value of (1 LE - 5 LE - 10 LE ..... , etc.).
- **Integration of subjects :** Math (adding) - Economics (saving money).
- **Life skills :** Creativity - Observing.

Practice Shopping

Activity Help Shady to buy some goods by using the following sentences to complete the conversatio between Shady and the shop assistant.

(Good morning, can I help you ? - How much does it cost ? - I am looking for honey).

Shady : Good morning.

Shop assistant : ....

Shady : ....

Shop assistant : Of course. Let me show you where it is.

Shady : ....?

Shop assistant : It costs 15 pounds.

Shady : Here is 15 pounds. thank you.

Shop assistant : You are welcome.



Time



Money is a resou
we use to buy the
goods we need and
want.

We should act in
a good way
at stores.

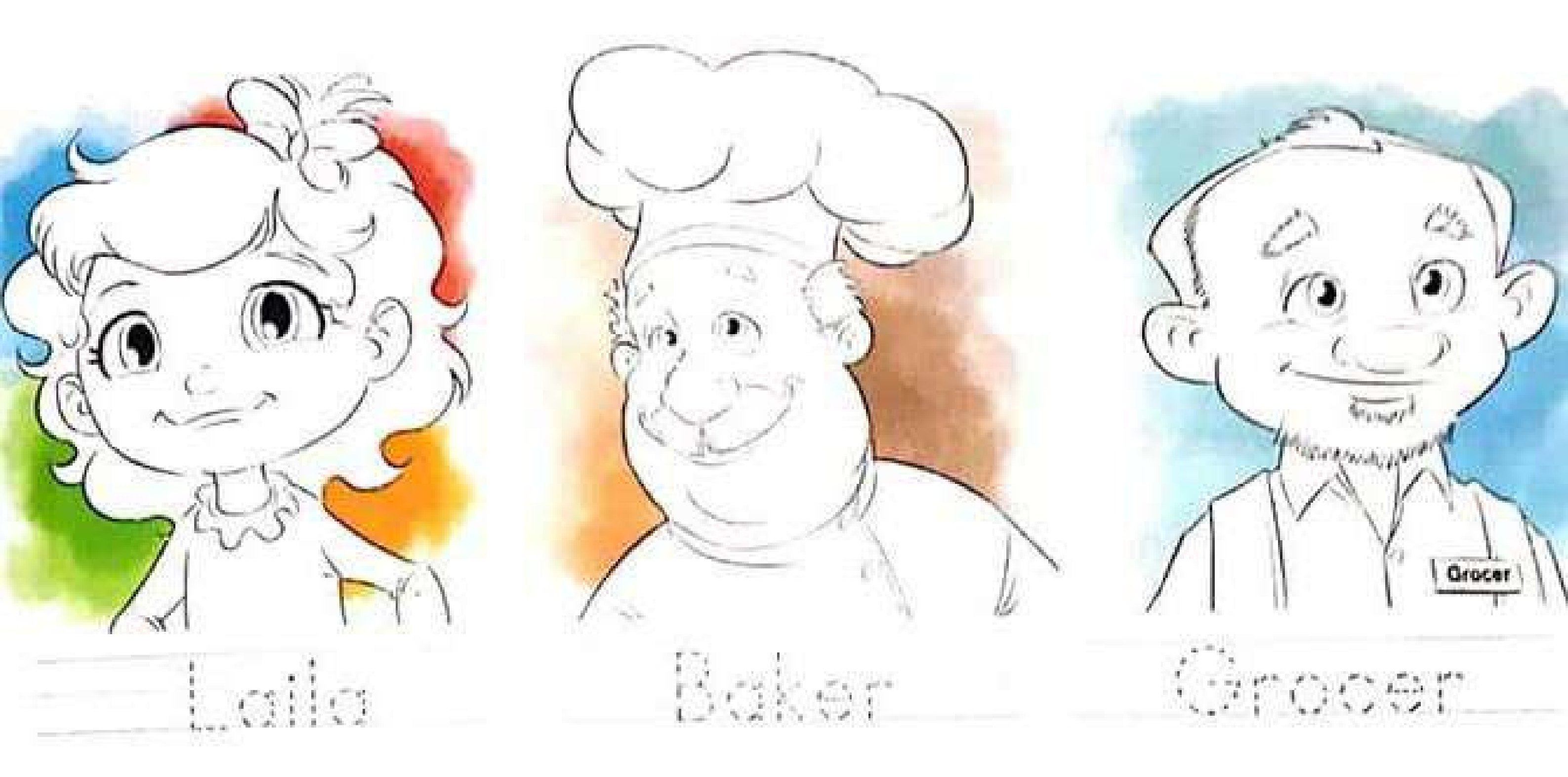




Any story consists o
characters, setting and
events.

PROJECT " Writing our script "

Laila's mother asked Laila to buy bread from the bakery shop and honey from the grocery shop.



Laila arrives at the bakery shop

Laila : Good morning, sir.

Baker : Good morning, can, I help you ?

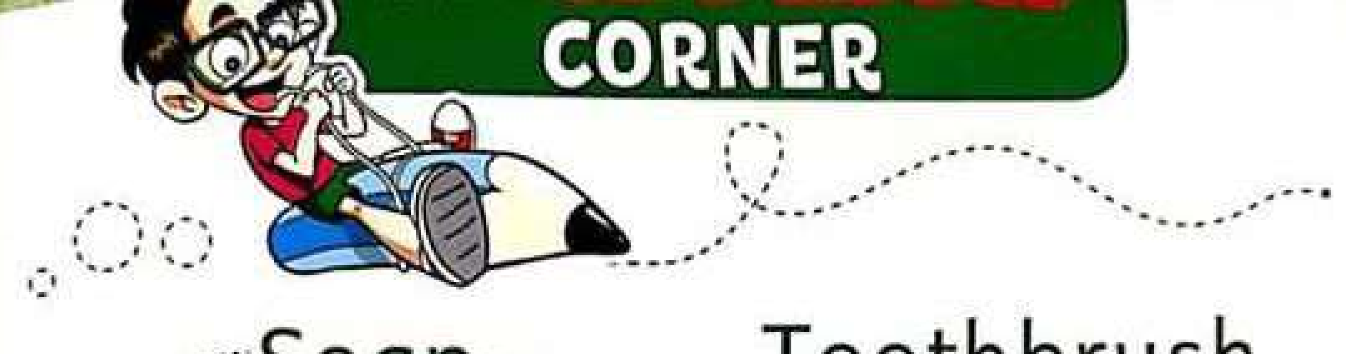
Laila : I am looking for ....

Baker : Of course. Let me show you where it is.

Laila : .... ?

Baker : It costs 5 pounds.

Laila : Here is .... pounds.





Toothbrush

Toothbrush

Toothpaste

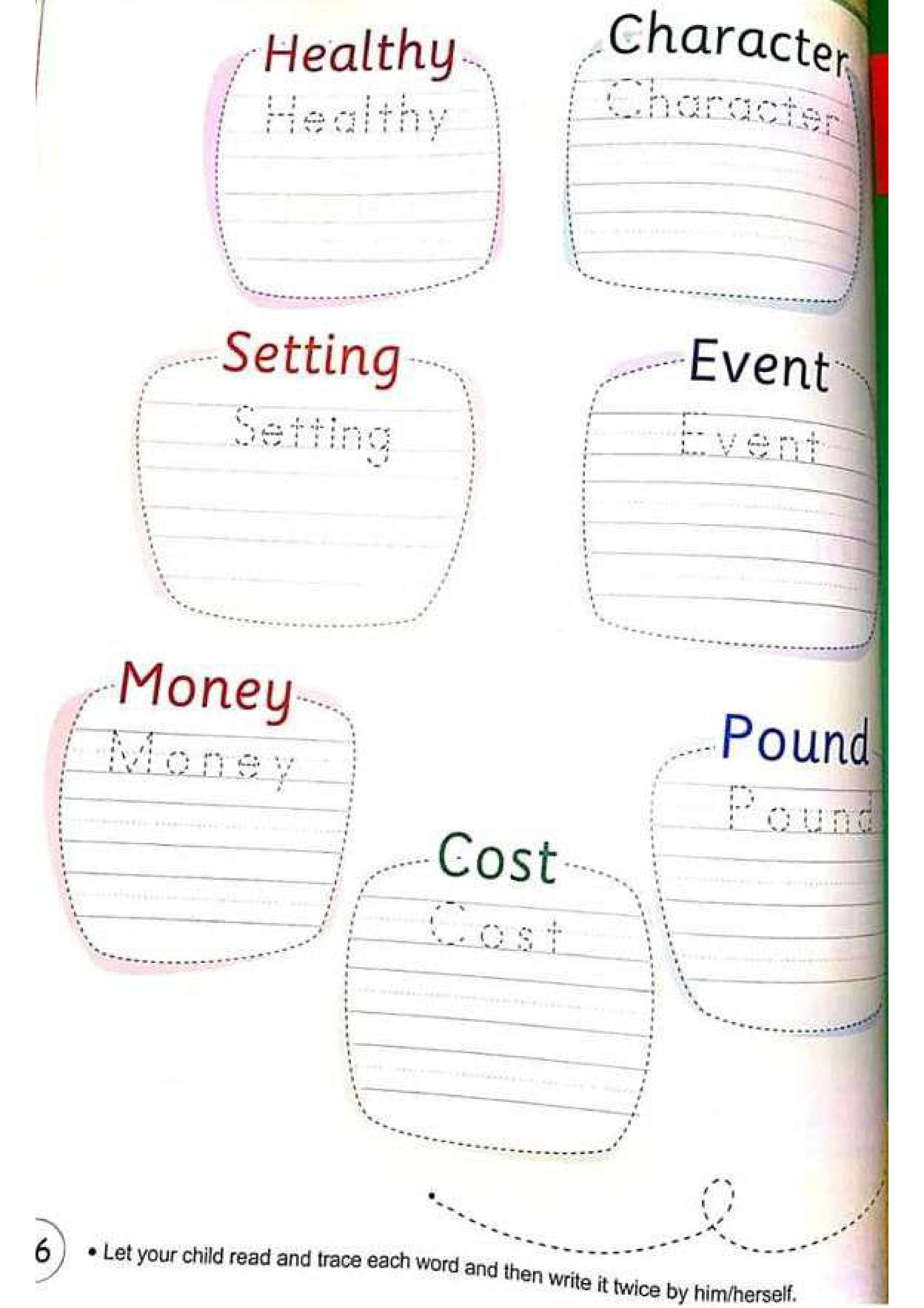
Toothpaste







- Let your child read and trace each word and then write it twice by him/herself.



• Let your child read and trace each word and then write it twice by him/herself.

Objectives of THEME 4

CHAPTER 1
Storytelling

- By the end of this chapter, your child will be able to :
  - Discover the important elements of storytelling.
  - Discover how to improve a story by engaging the five senses to make it enjoyable.
  - Learn the structure of a story including the beginning, the middle and the end.
  - Learn about the story setting and the main character of a story.
  - Recognize the importance of illustrations and details of a story.
  - Share a story about one of his weekend vacations.

CHAPTER 2
Communicating with Nu

- By the end of this chapter, your child wi
  - Discover the importance of numbers world.
  - Discover how to create a survey.
  - Identify the information that can be by numbers.
  - Learn about past and present techno support communication with numbers.
  - Use strategies to time one minute.
  - Learn how to create a schedule for a a plan including time and events.
  - Share his/her knowledge about numb math stories to communicate informa himself and the environment to the ot

CHAPTER 3 Communicating with Art

- By the end of this chapter, your child will be able to :
  - Express themselves through art.
  - Identify how music helps to tell a story.
  - Use drama to review learning.
  - Explore different art forms.
  - Identify different materials used to create sculptures.
  - Create a mask from natural materials from the surroundings and how to use to role story

CHAPTER 1

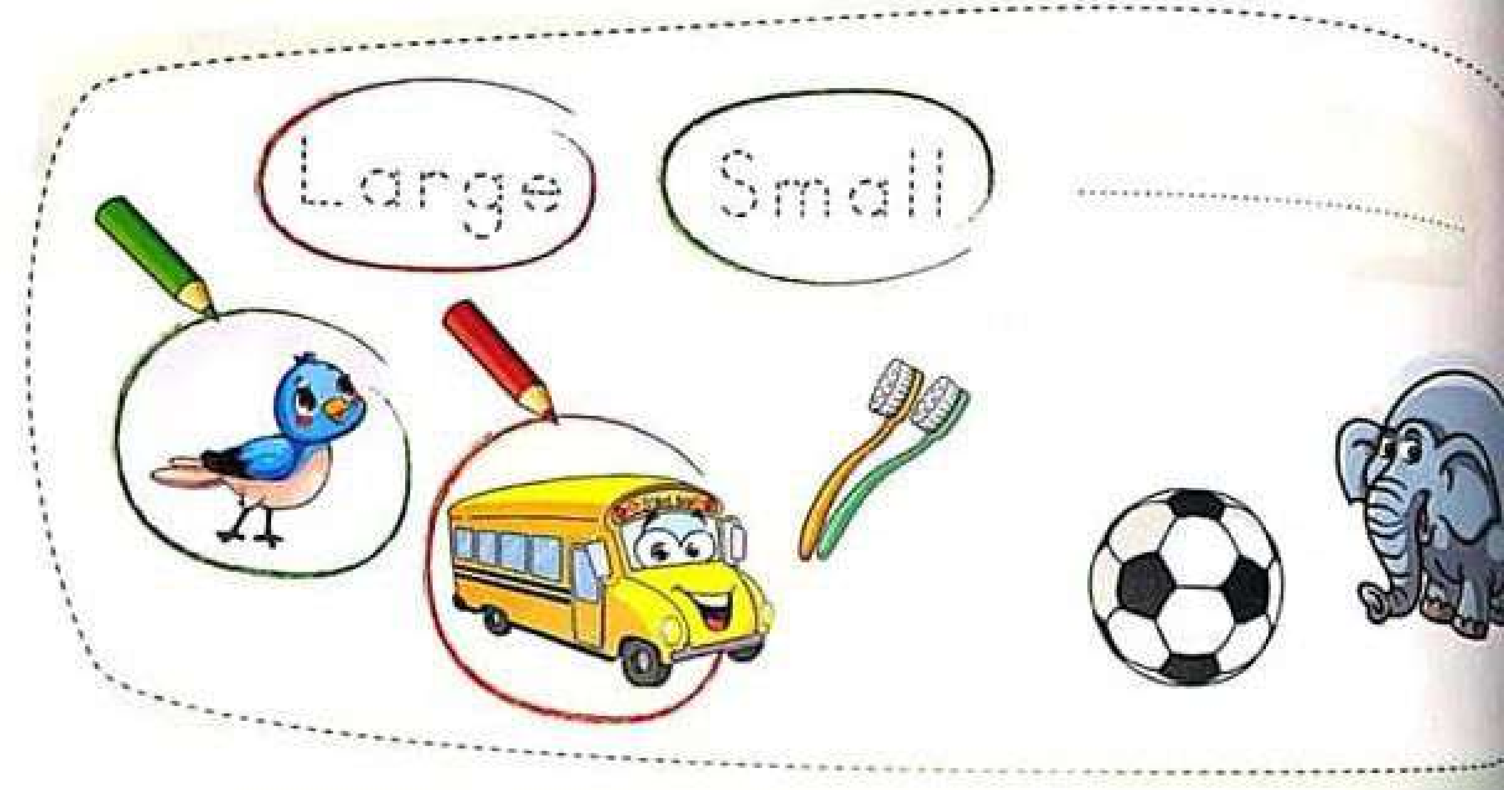
Storytelling



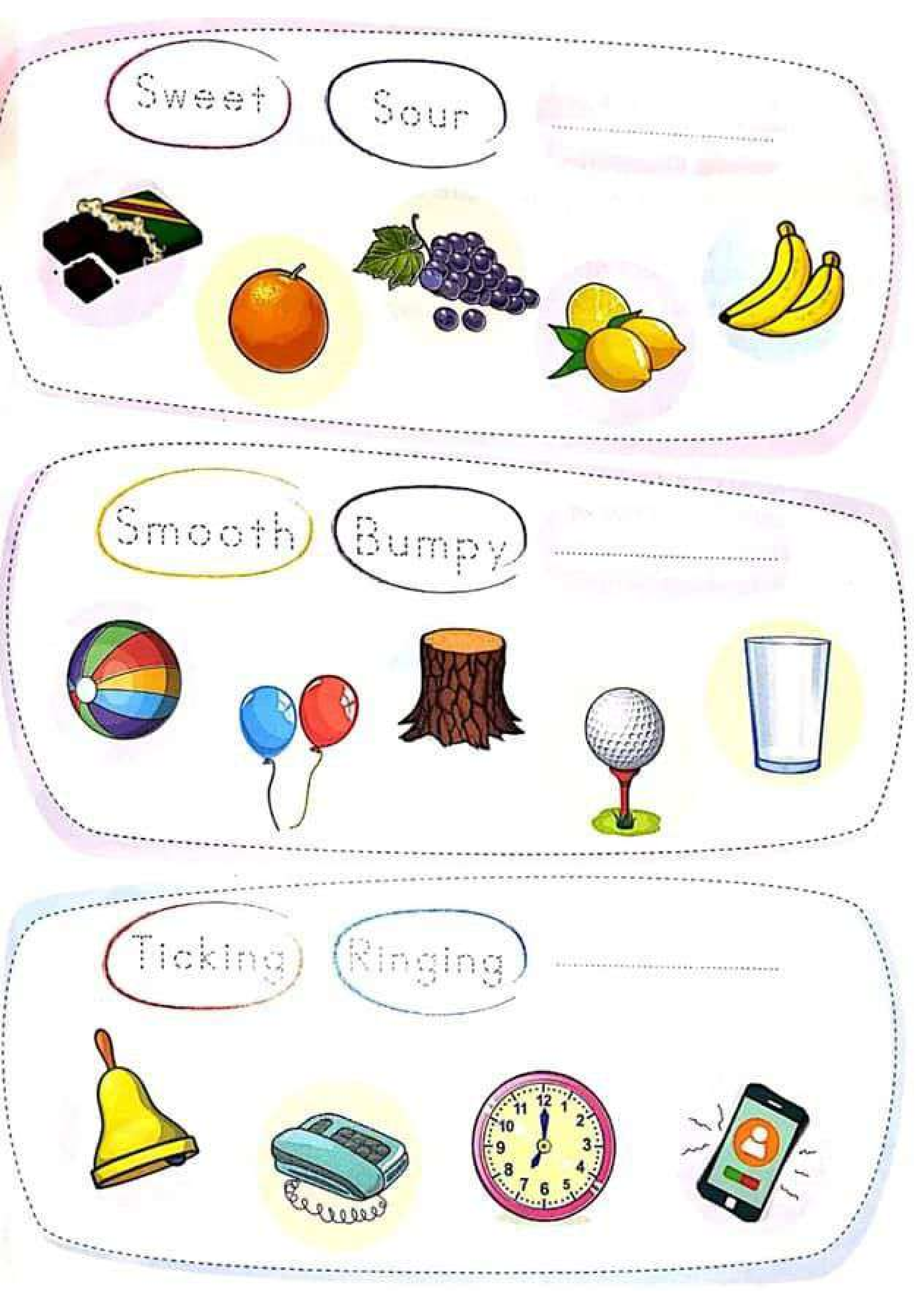
DISCOVER Time

Describing things

Activity Trace the words then sort the items by usin[g] colors and write the sense that you have us[ed] in front of them.






Sweet
Sour
Smooth
Bumpy
Ticking
Ringing

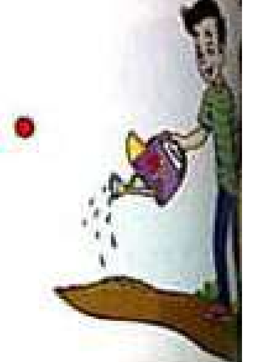
Illustrations of a Story

Activity Read the story and match the pictures with t[he] suitable part of the story.

Ramy read a book at school about plants and their important role in the environment.



Ramy asked his mom if he could plant a tree in the home garden.His mom said it would be fun to care about it and watch it grow.



First, Ramy brought a shovel and some seeds. Then he dug a hole in the ground and he put a seed then refilled the hole with soil.



Ramy watered the soil every day.



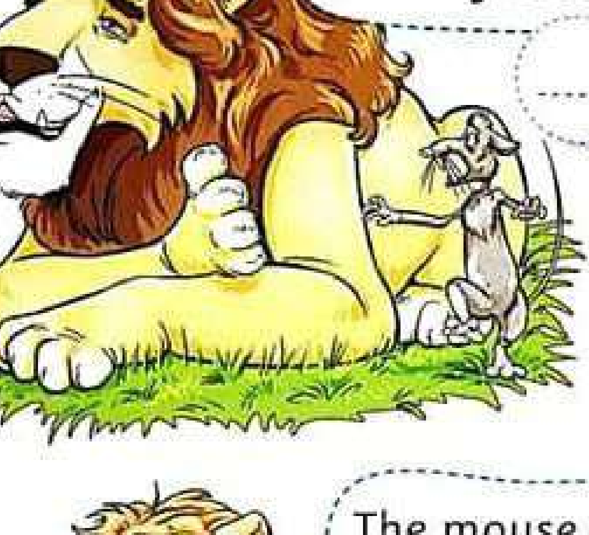
After a week Ramy saw his plant starting to grow. Ramy was very happy.



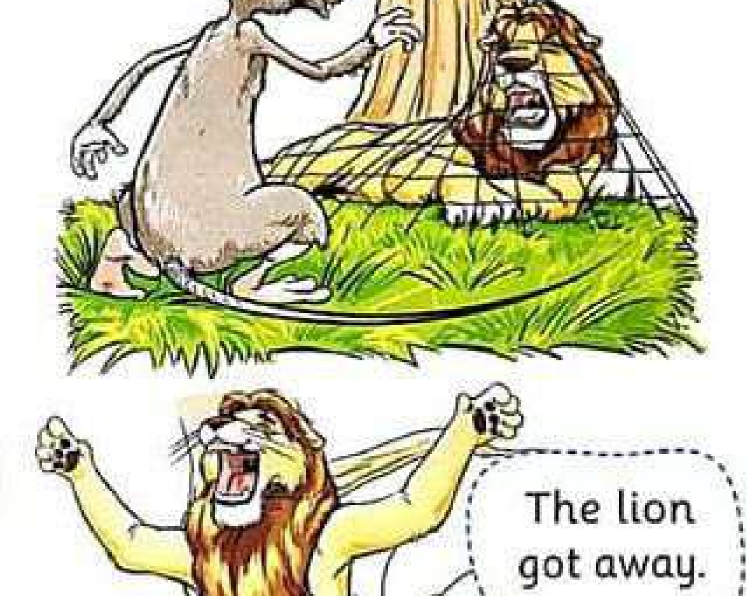
Sequence of a Story

Activity Read and then arrange the events of the story by writing numbers.

One day, a mouse was walking in the jungle. Suddenly he saw a lion. ......



Later the mouse saw the lion in a net. ......

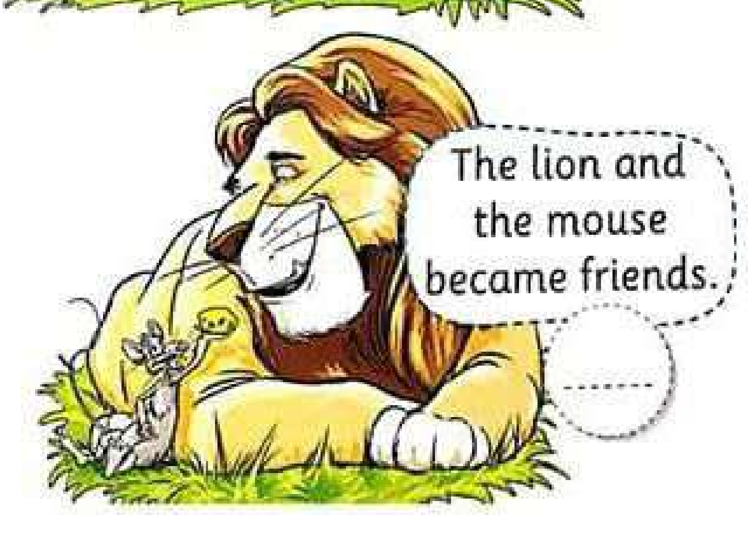


The mouse was frightened but the lion let him go. ......

The lion got away. ......

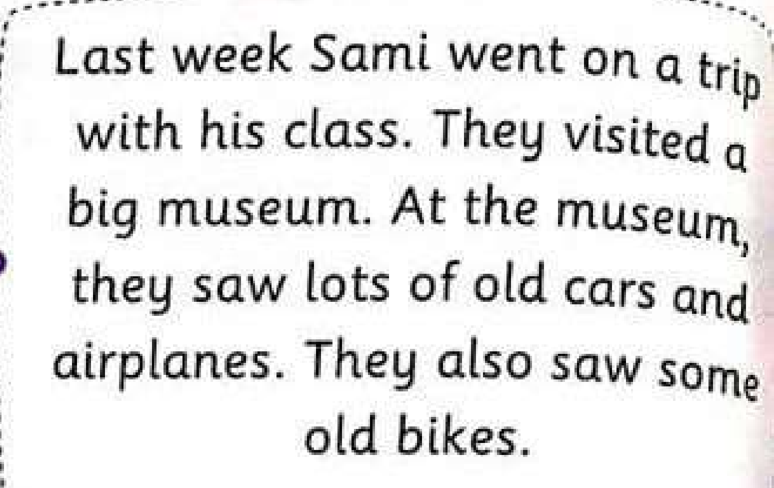


The mouse bit the net. ......

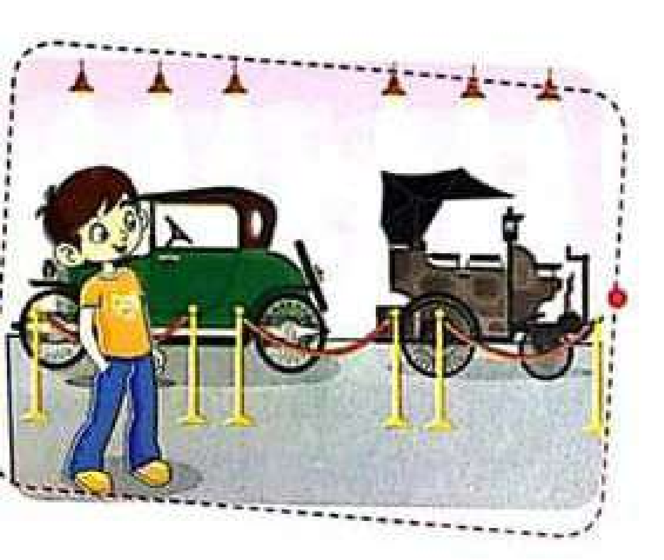


The lion and the mouse became friends. ......





Last week Sami went on a trip with his class. They visited a big museum. At the museum, they saw lots of old cars and airplanes. They also saw some old bikes.



Last week, Karim and his friends had a picnic in the park. It was cold and windy. The wind blew off Karim's new hat. They all laughed.



Yesterday, Maha was having a birthday party. A lot of Maha's friends came to the party. There were balloons everywhere. Maha was wearing new clothes. All her friends were wearing colorful clothes too.



Activity 1 Draw and color a picture for the following story setting.

A glass of milk

A young boy was living in a house surrounded by farms at the edge of the country. His house was far from the school that was at the other side of the river. He was crossing the river daily in a small boat and then walked to the school.

draw

- With your child, discuss the story setting and let him/her think about how to illustrate it in a picture.
- Help your child to use his/her senses to discover the surrounding.
- **Integration of subjects :** English (reading) - Art (drawing - coloring) - Science (using senses).
- **Life skills :** Observing - Determining goals.



Draw and color two pictures to illustrate the following events of the story (A glass of milk)

One day, after leaving school the boy walked to the river. Then he waited by the river for a long time but the boat was not there. He felt very hungry and weak. He decided to ask for food at a house. He knocked on a door and a young girl opened the door. After a long hesitation, he asked the girl for a glass of water.

draw

- With your child, discuss the events of the story and let him/her think about how to illus these events in pictures.
- Help your child to use his/her senses to discover the surrounding.
- **Integration of subjects :** English (reading)

The young girl understood the situation and offered him a large glass of milk. With a thankful look the boy drank the milk very slowly.

"How much do I owe you for this milk ?" he asked her.

The girl replied, "I do not want any money for this."

The boy thanked the girl from the bottom of his heart and left the place.

draw



Draw and color a picture to illustrate the end of the story (A glass of milk).

Years later, the girl became a grown woman when she felt ill and could not find anyone who could cure her. Finally, she went to a large hospital with the city greatest doctor. The doctor spent months treating the woman until she finally got better. The woman was happy but was also afraid that she could not pay the bill. When she was given the bill, she opened it and read, "Paid in full for a glass of milk".

draw

- With your child, discuss the end of the story and let him/her think about how to illustrate it in a picture.
- Help your child to use his/her senses to discover the surrounding.
- **Integration of subjects :** English (reading) - Art (drawing - coloring) - Science (using senses).
- **Life skills :** Observing - Determining goals.



Read the story then write the senses used in each part of the story in front of them.

Sight 





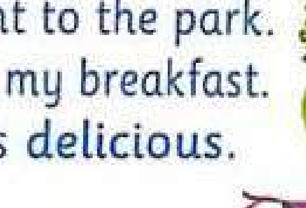








That weekend, I went to the park.
When I arrived, I ate my breakfast.
The breakfast was delicious.



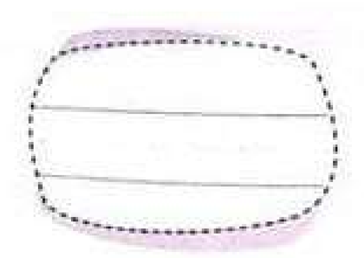


Then I started to play.
When I was playing
I saw a purple flower.



The flower was soft
and had a good smell.





Afternoon I was resting under a tree.
I heard a bird singing. The bird sang
in a beautiful voice. It was a nice day.
I returned home before the sunset.



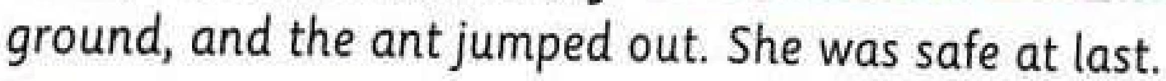
Activity 2 Read the story and circle the names of the main characters, and then complete the sentences.

One hot day, an ant was searching for some water. After walking around for some time, the ant saw a shiny spring.
To reach the spring, the ant climbed up a smooth thin leaf of grass.
While the ant was climbing she slipped and fell into the water.

- **The ant saw** ....
- **The ant touched** ....

While a dove was flying she smelled some fresh fruits on a nearby tree. The dove came down to eat.
While the dove was enjoying the taste of fruits, she saw the ant.
The dove quickly cut a leaf and dropped it onto the water near the ant.
The ant moved towards the leaf and climbed up onto it.
Soon, the leaf drifted to dry

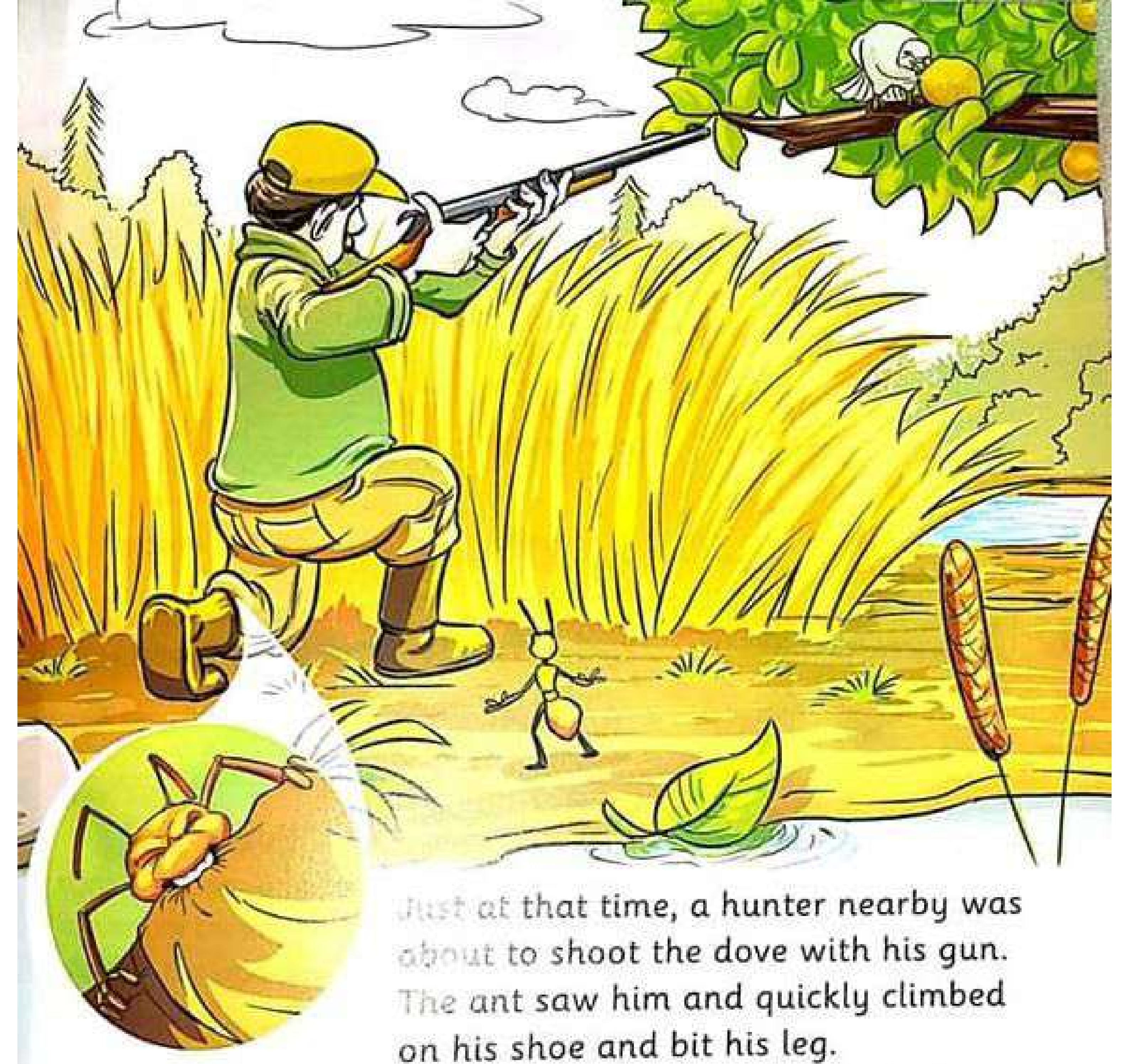




ground, and the ant jumped out. She was safe at last.

The dove smelled ....

The dove ate ....



Just at that time, a hunter nearby was about to shoot the dove with his gun. The ant saw him and quickly climbed on his shoe and bit his leg.

Feeling the pain, the hunter shouted and dropped his gun. The dove heard the sound and quickly flew away to safety.

- **The hunter felt** ....
- **The dove heard** ....

- Think about the story and suggest an appropriate title to the story.

- **Story title :** ....

- Ask your child to read the story and complete the sentences.
- **Integration of subjects :** English (reading - writing) - Science (five senses).
- **Life skills :** Observing - Imagination - Reading.

LEARN Time



A story has 3 main parts :

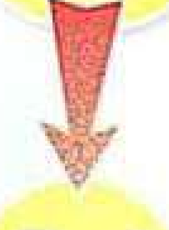
We tell stories to communicate with other people and transfer our experiences with the world to them.



Setting : A story starts with a setting which describes where the story takes place.

The main character or characters : The character that the story is talking about.

Middle



Senses : Engaging senses and feelings in the story makes it better, it helps us to imagine what happens as if we were there.

Events : The sequence of things that happened in the story in the correct order.



The last part of a story.



SHARE TIME

project Write a story with illustrations (Drawings) about what you did in the weekend using what you have learned.

draw

draw

- Ask your child to think about one thing that he/she did in the weekend and write a story about it with drawings using what he has learned in this chapter.



Communicate

Communicate

Order

Order

Story

Story

Small

Small

Large

Large

Fresh

Fresh

Stinky

Stinky

Sweet

Sweet

Sour

Sour

- Let your child read and trace each word and then write it twice by him/herself.

Smooth

Smooth

Bumpy

Bumpy

Ticking

Ticking

Ringing

Ringing

Beginning

Beginning

Middle

Middle

End

End

Setting

Setting

Detail

Detail

• Let your child read and trace each word and then write it twice by him/herself.

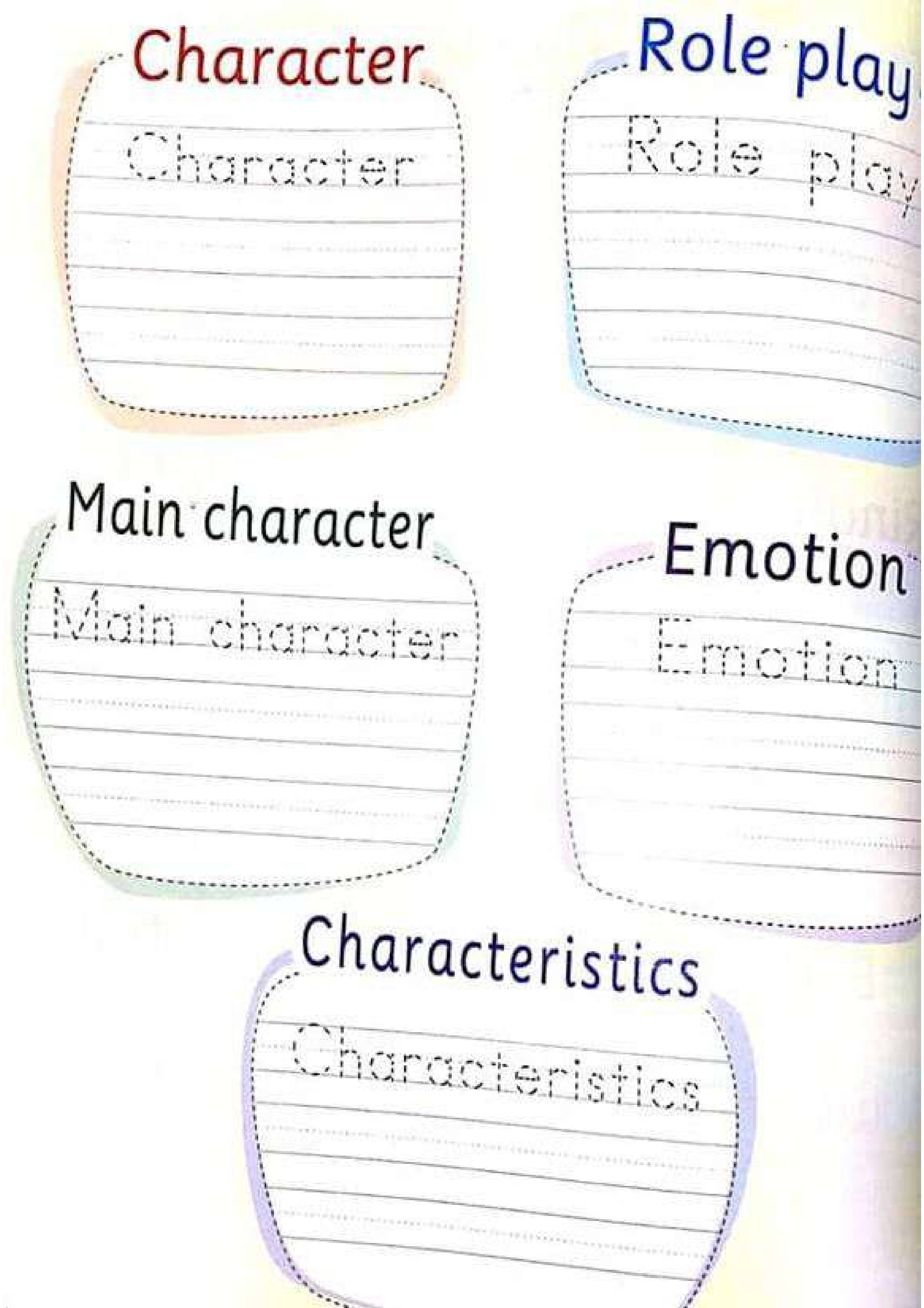
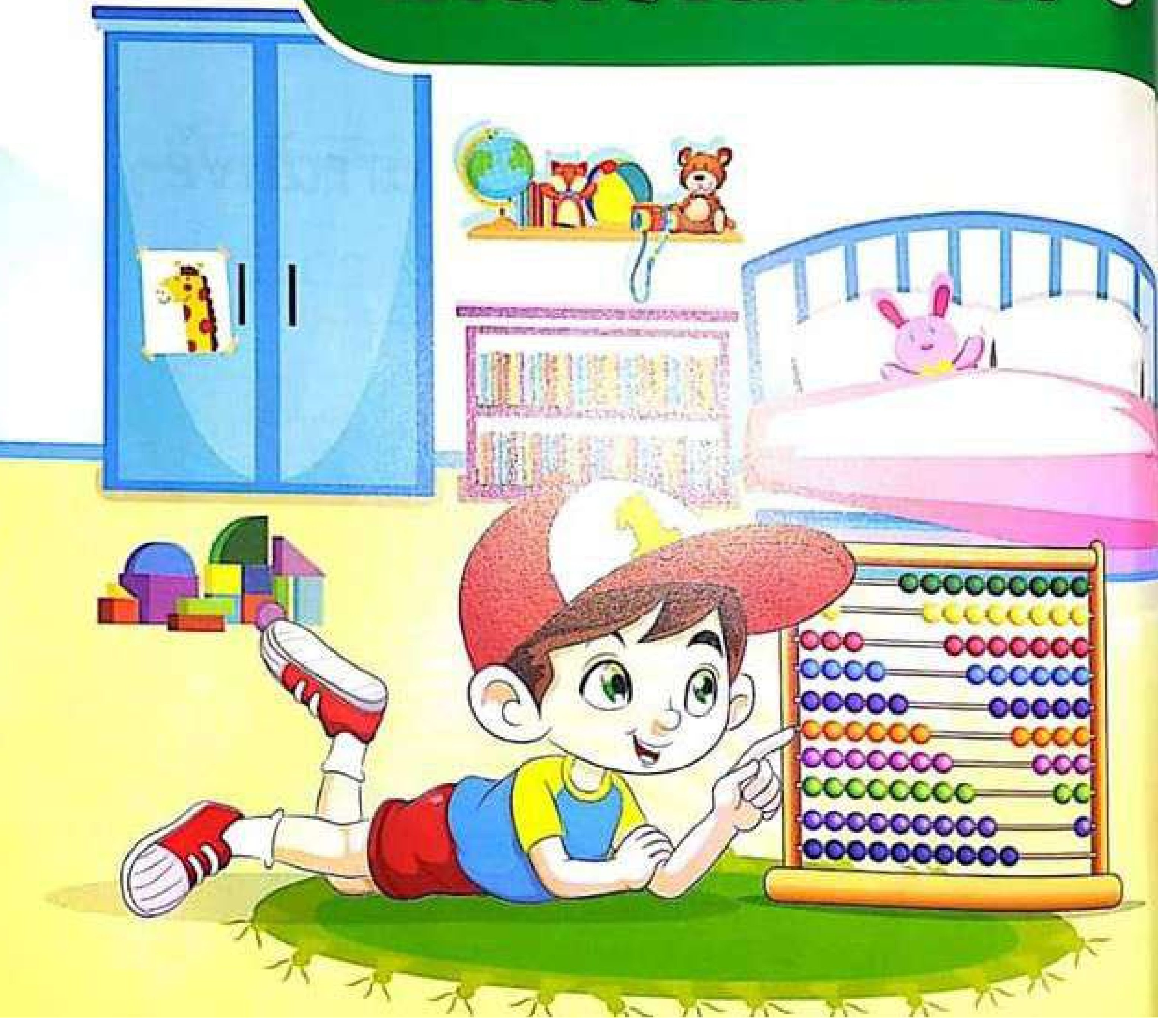

Character
Character
Role play
Role play
Main character
Main character
Emotion
Emotion
Characteristics
Characteristics



Illustration
Illustration
Sequence
Sequence
Peer edit
Peer edit
Narrative
Narrative
Events
Events

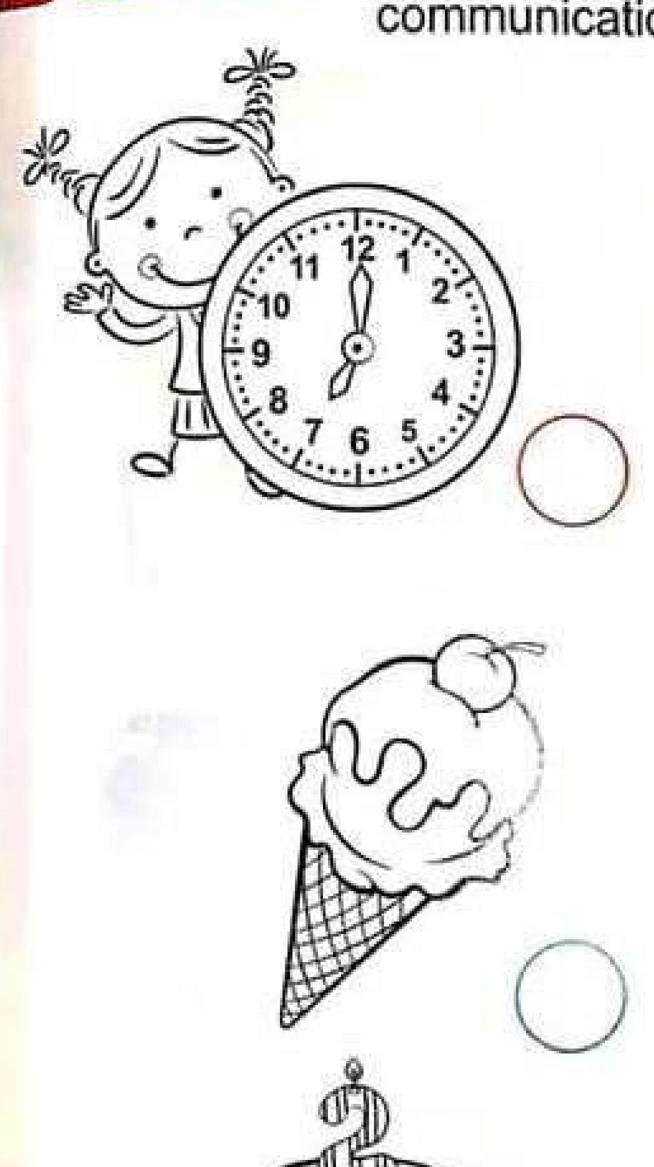
CHAPTER 2

Communicating with Numbers

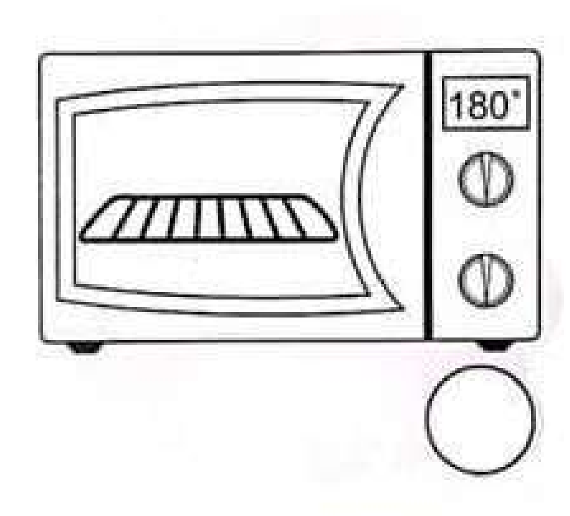


Numbers in Our World

Activity Check ✔ on the items related to the numbers communication and color these pictures.





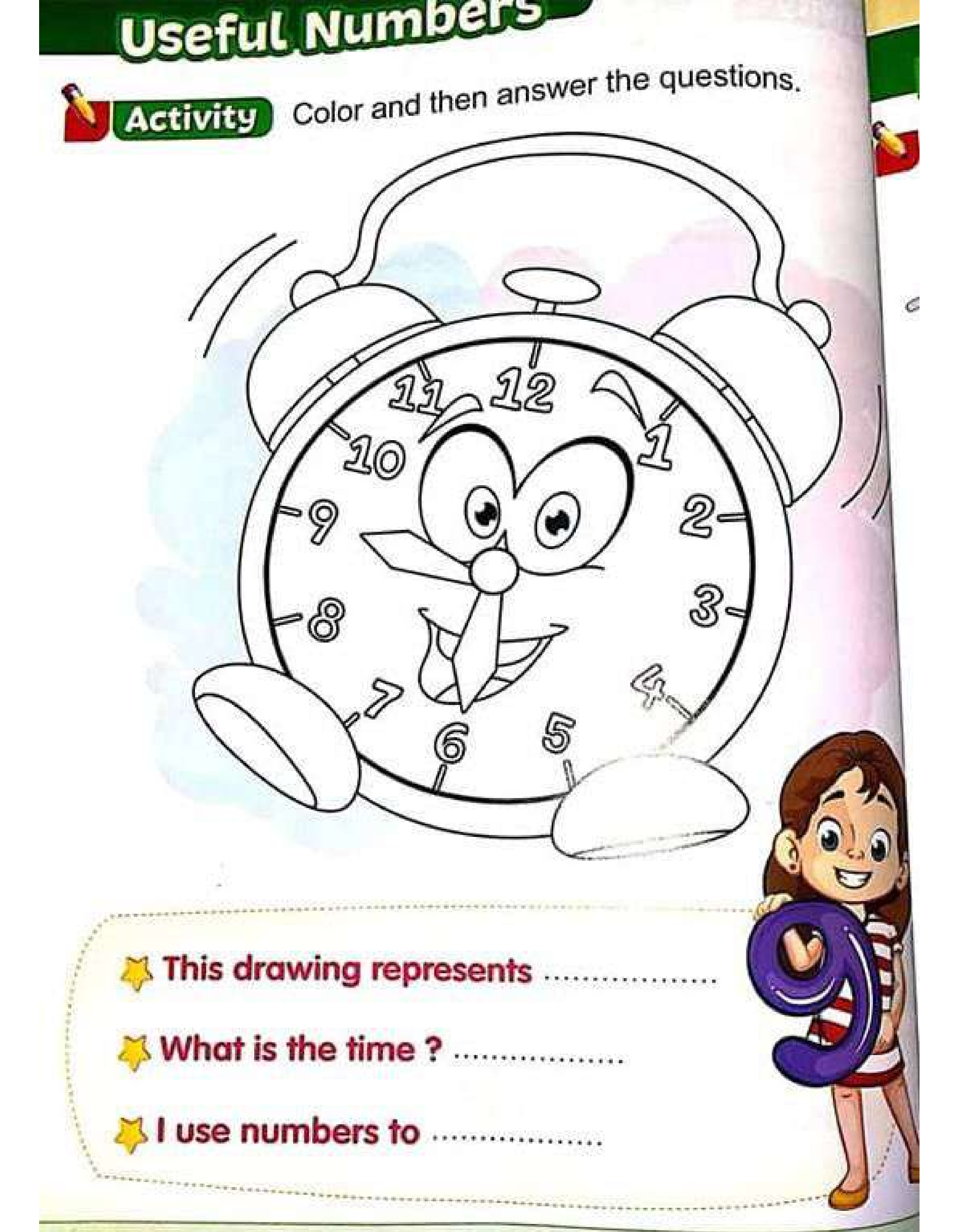






Useful Numbers

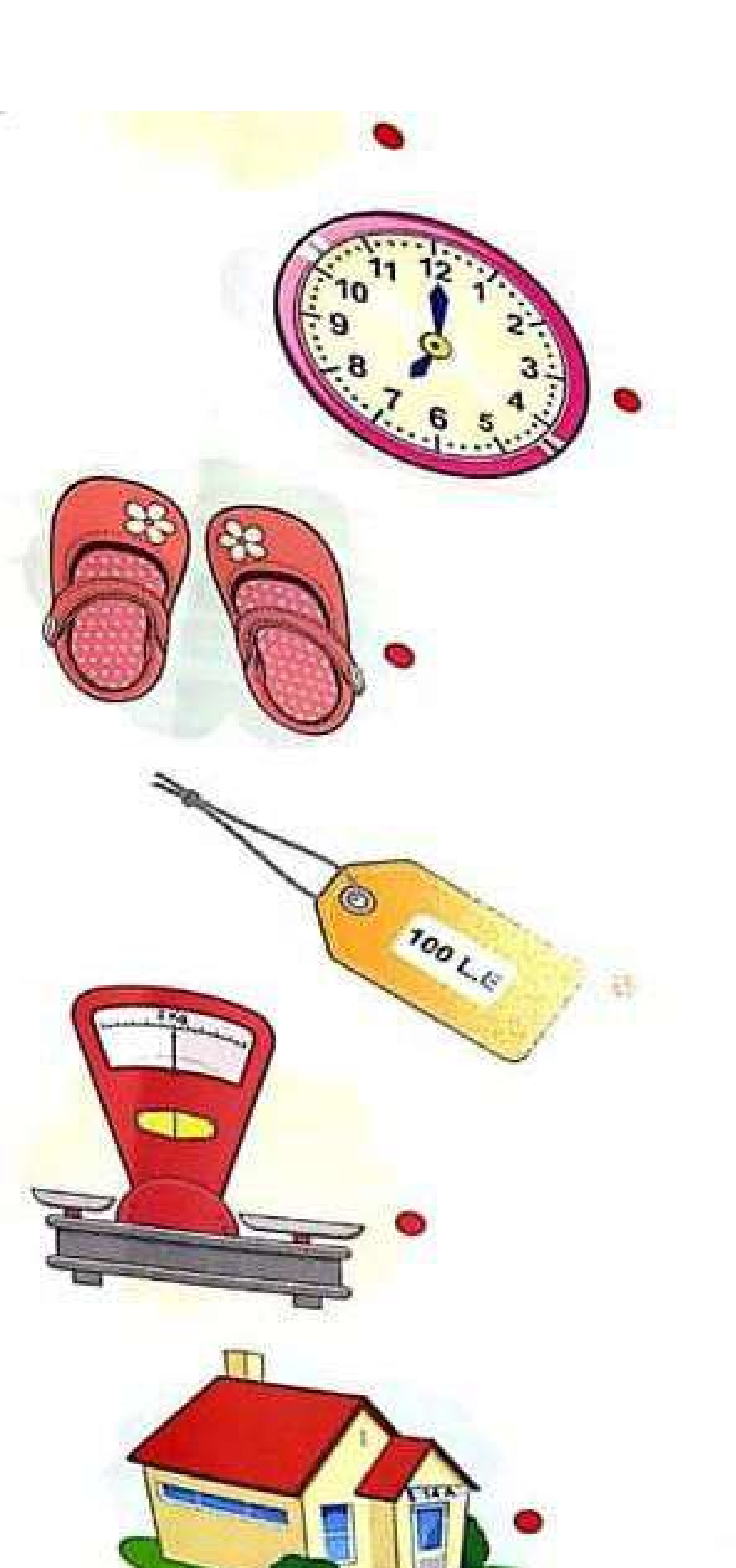
Activity Color and then answer the questions.



- This drawing represents ....
- What is the time ? ....
- I use numbers to ....

- With your child, discuss the time of activities that he/she does daily like : "He/she wakes up early at 7:00 am ....etc".
- **Integration of subjects :** Math (telling time to the hour on analog clock) – Social studies (daily routine) – English (writing words) – Art (coloring).
- **Life skills :** Observing – Communicating.

with the suitable numbers.



2 kg

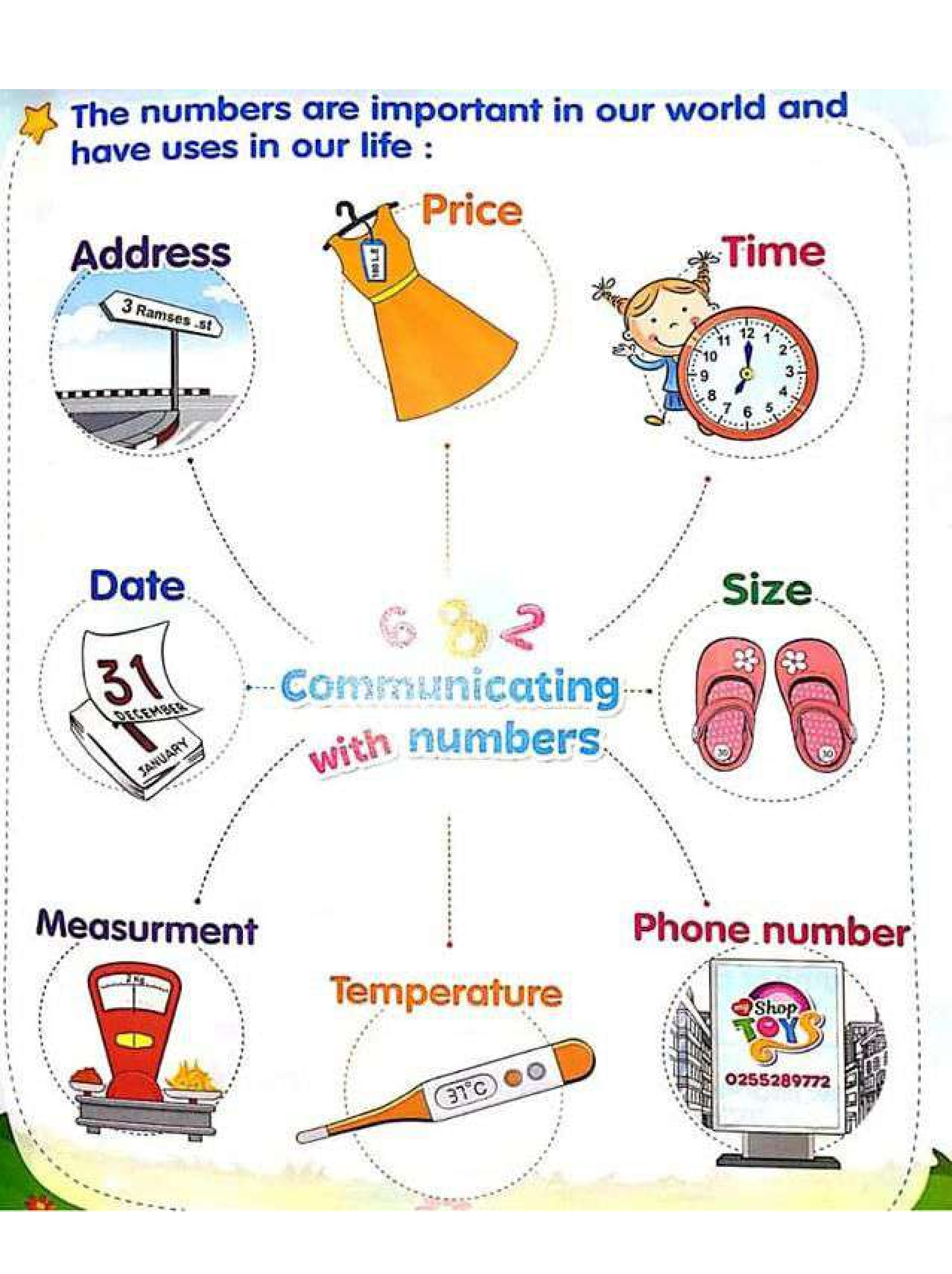
100 L.E

37°C

7:00

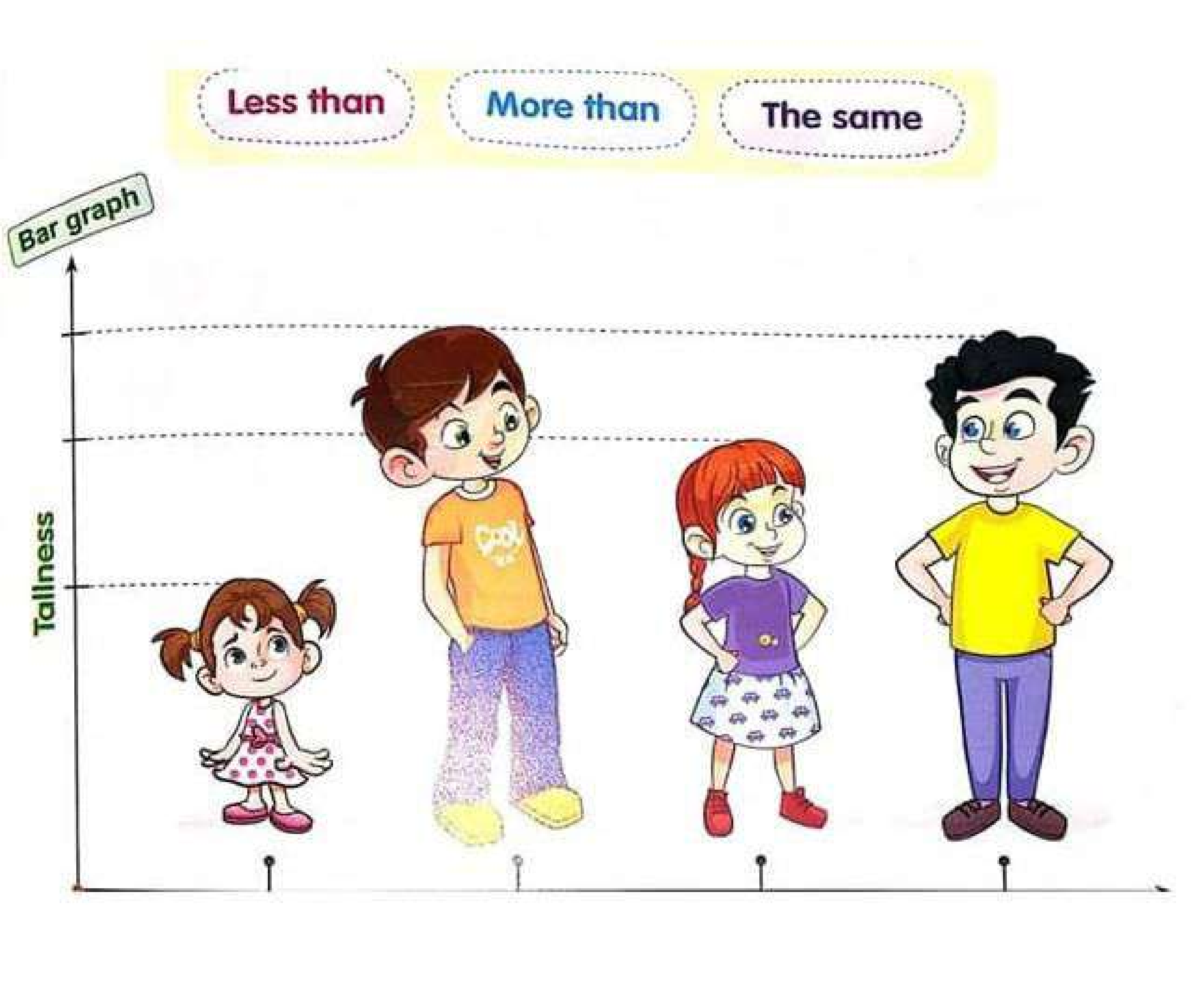
14 A

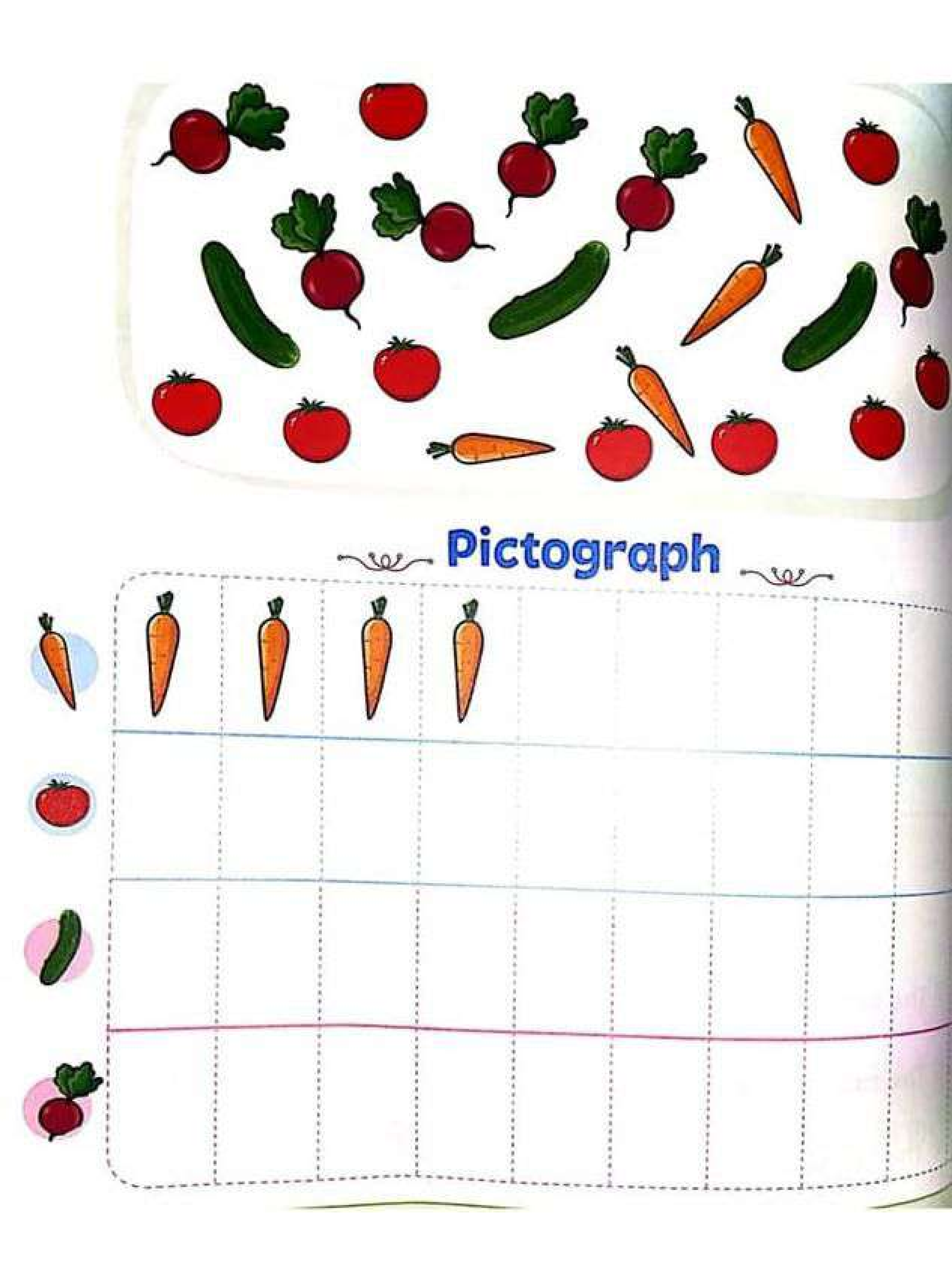
30


The numbers are important in our world and have uses in our life :
Price
Address
3 Ramses .st
Time
12
1
2
3
4
5
6
7
8
9
10
11
Date
31
DECEMBER
1
JANUARY
Communicating with numbers
Size
Measurment
Temperature
37°C
Phone number
Shop
TOYS
0255289772



- Number of students like chocolate = ...
- Number of students like cookies = ...
- Number of students like candy = ...
- The teacher will buy two kinds only. What should the teacher buy ? ....


Less than
More than
The same
Bar graph
Tallness
COOL


Pictograph

Activity Color the space in the bar graph to show how many of each animal is found in the pictograph.

Pictograph

Bar graph

8				
7				
6				
5				
4				
3				
2				
1				



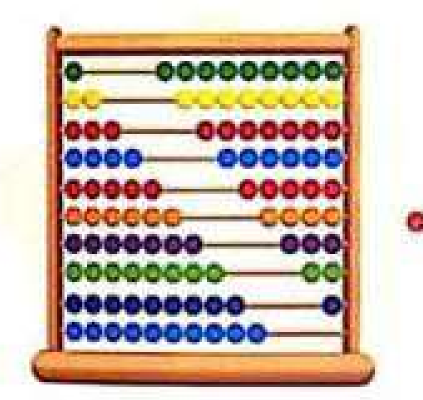
Match each picture with the suitable information.



Egyptians used the abacus about 4000 years ago. The abacus is also called a counting frame.



It is an adding machine.



It is a modern device used to add and subtract the number.



Pascal's calculator was invented over 300 years ago. It adds and subtracts two numbers. It uses repeated addition and subtraction.



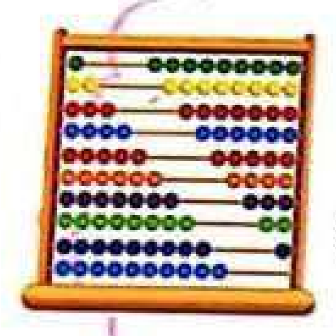
- Color the first row of beads in red, then write their number.
- Draw 9 beads in the second row, then color them in green.
- Count the yellow beads in the third row, then write their number.

- Encourage your child to use (practice) the abacus in math operations.
- **Integration of subjects :** Math (counting numbers) – Science (using technology "Abacus") – Art (drawing - coloring).
- **Life skills :** Observing – Communicating – Applying knowledge.



We use the technology to communicate with numbers :





Egyptians used the **abacus** about 4000 years ago. The abacus is also called a counting frame.

Computer



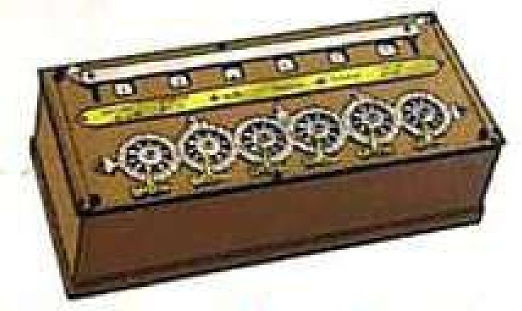


Phone





The adding machine refers to cash registers in markets.



The pascal's calculator was invented over 300 years ago. It adds and subtracts two numbers. It uses repeated addition and subtraction.



Modern calculator is used to add and subtract numbers.



DISCOVER Time



Math Stories

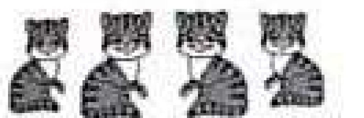
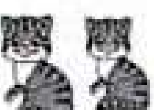


Activity 1 Draw and complete the missing information.

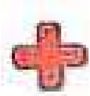


Pet story:

Sameh has 4 cats and his sister has 2 dogs.
How many pets do they have ?


 ....

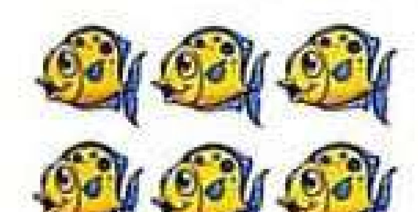
 ....

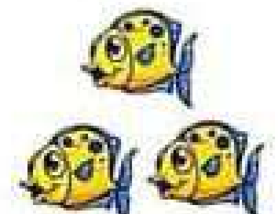
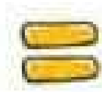


Activity 2 Draw and complete the math sentence under the story :

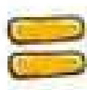
Big fish story:

Ramy has 6 big fishes. Rania takes 3 fishes from him.
How many fishes does Ramy have ?




 ....

.... 

 ....

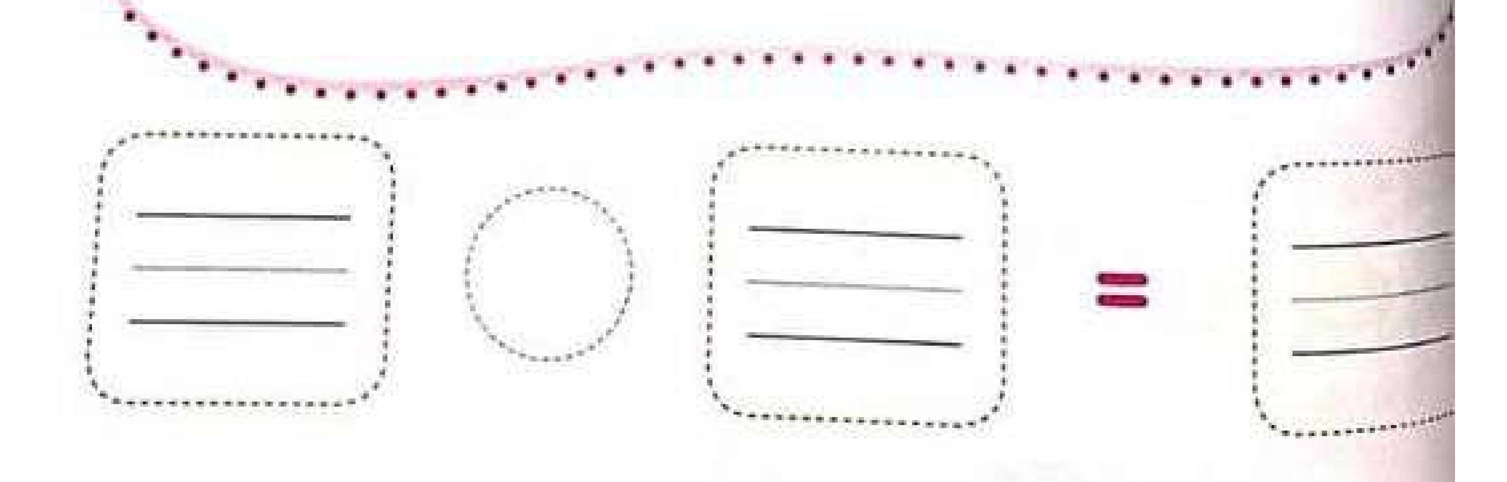
- Let your child draw and write the related subtraction sentencea and then ask him/her to find the result.
- **Integration of subjects :** Math (counting numbers by subtraction) – Art (drawing).
- **Life skills :** Counting – Observing – Communicating.



Draw the math story below and then write the math sentence of the story.

Mariem story:

Mariem bumps with her toy box. 1 toy falls onto the floor, but 3 toys stay in the box. How many toys does Mariem have ?

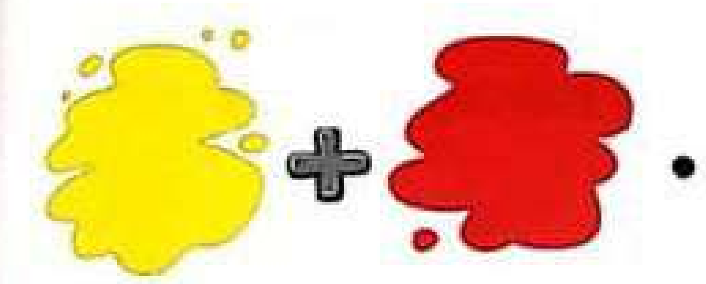


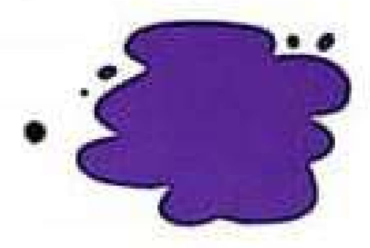
- Help your child to draw the above story and then write the math sentence related.
- **Integration of subjects :** Math (counting numbers by addition or subtraction) – Art (drawing).
- **Life skills :** Counting – Observing – Communicating.

Math Painting



Match each mixing colors with the suitable color.

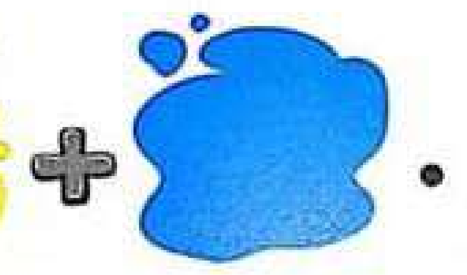






Red

Purple

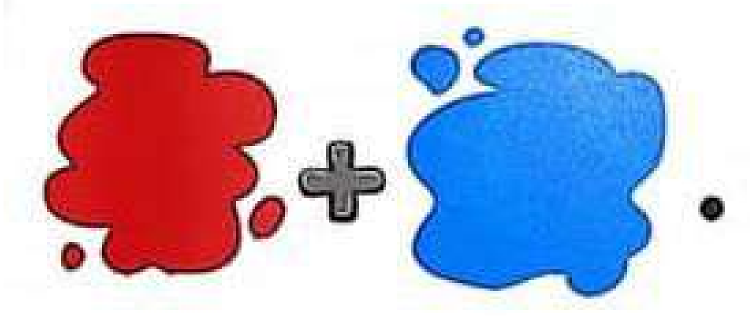






Blue

Orange





Green



Blue

- With your child, discuss the primary colors and the colors that can be made from mixing these colors.
- **Integration of subjects :** Art (identifying colors) – English (reading).
- **Life skills :** Identifying colors – Discovering.



Read the story, then write a title of it. After that, draw and write the math sentence that goes with your math story and then color.

Kareem buys oranges from the supermarket. He is going to home. 3 oranges fall out on the ground and 5 remain in the basket of the bicycle.

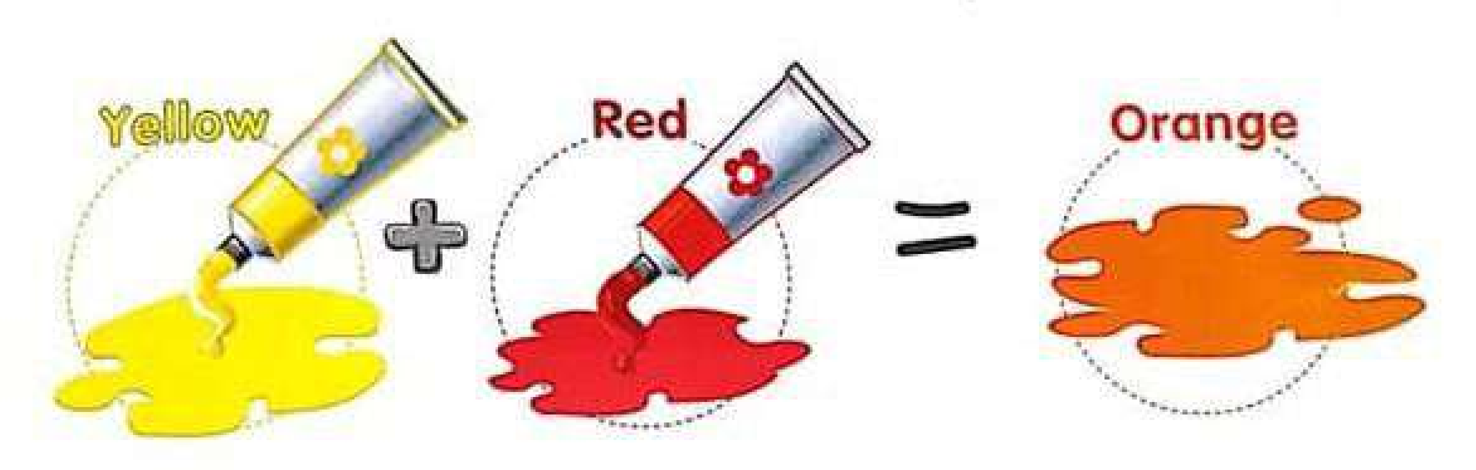
How many oranges does Kareem buy ?

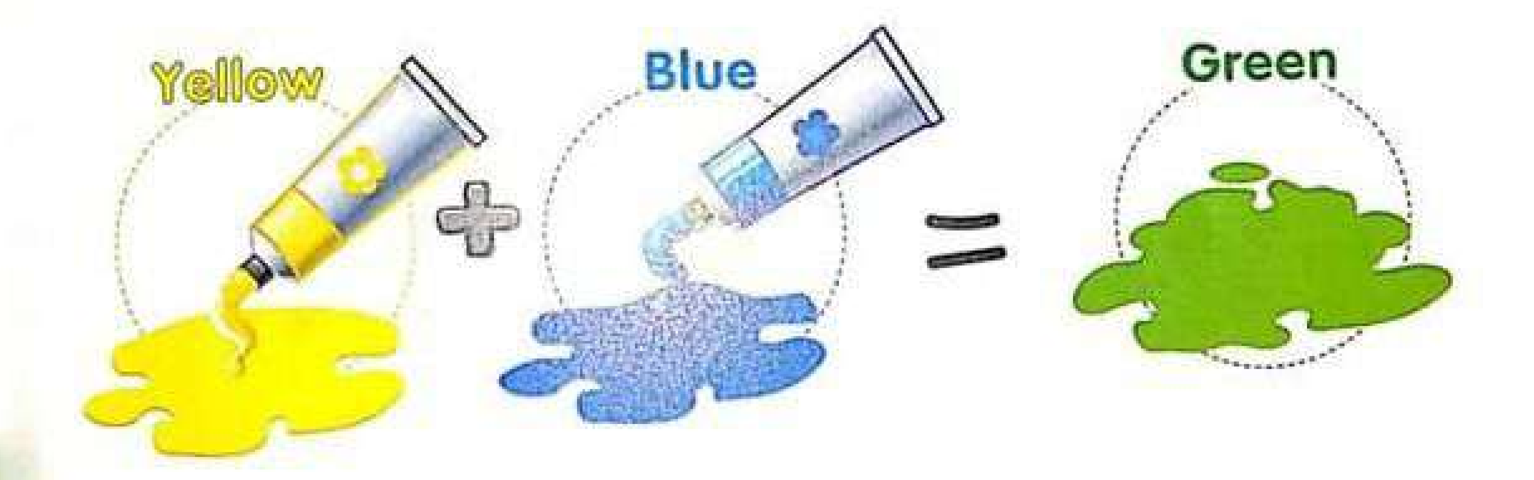
Title of the story : ....

.... ○ .... = ...

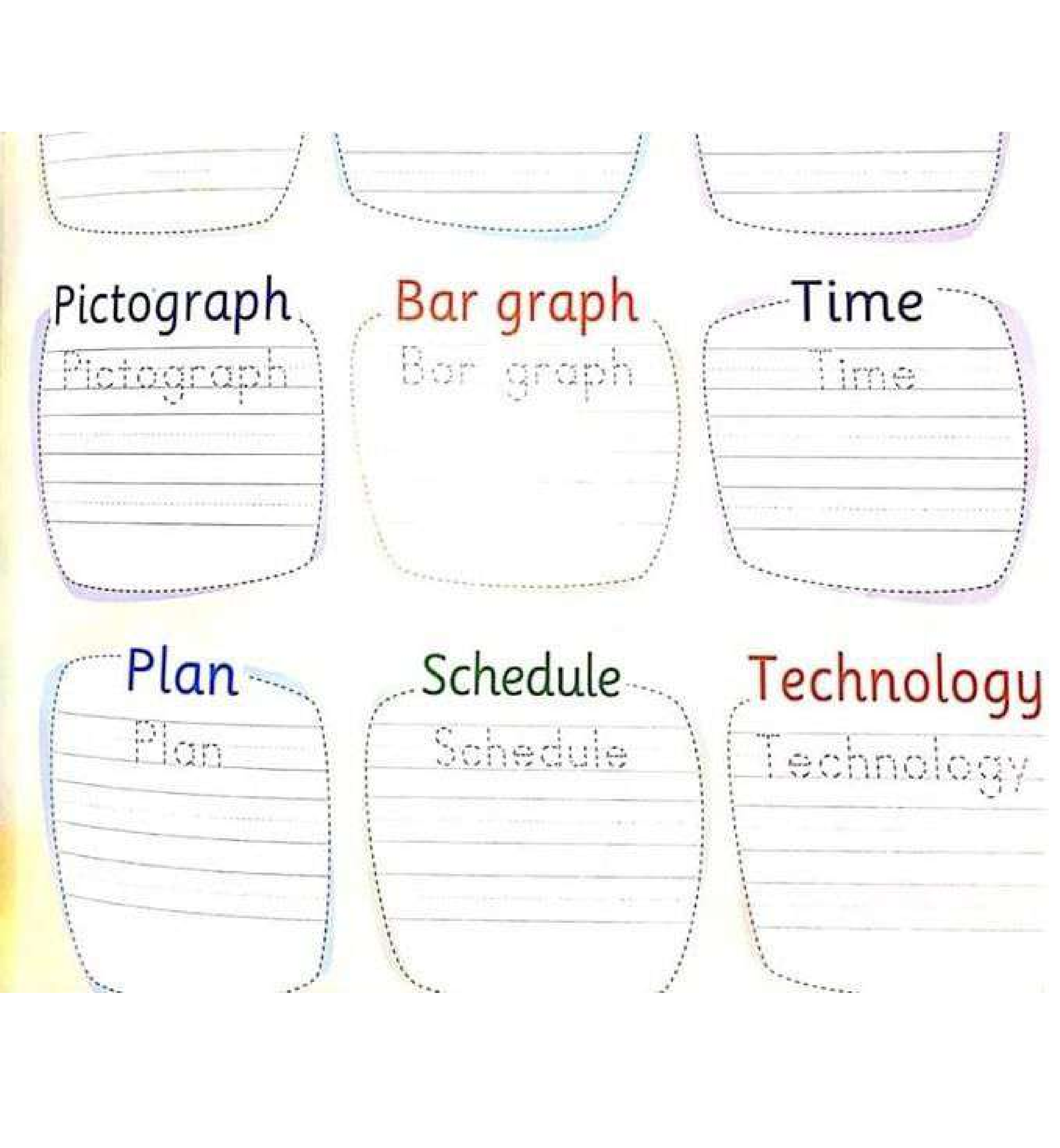
LEARN Time

We can make other colors by mixing the primary colors :









Pictograph
Pictograph
Bar graph
Bar graph
Time
Time
Plan
Plan
Schedule
Schedule
Technology
Technology

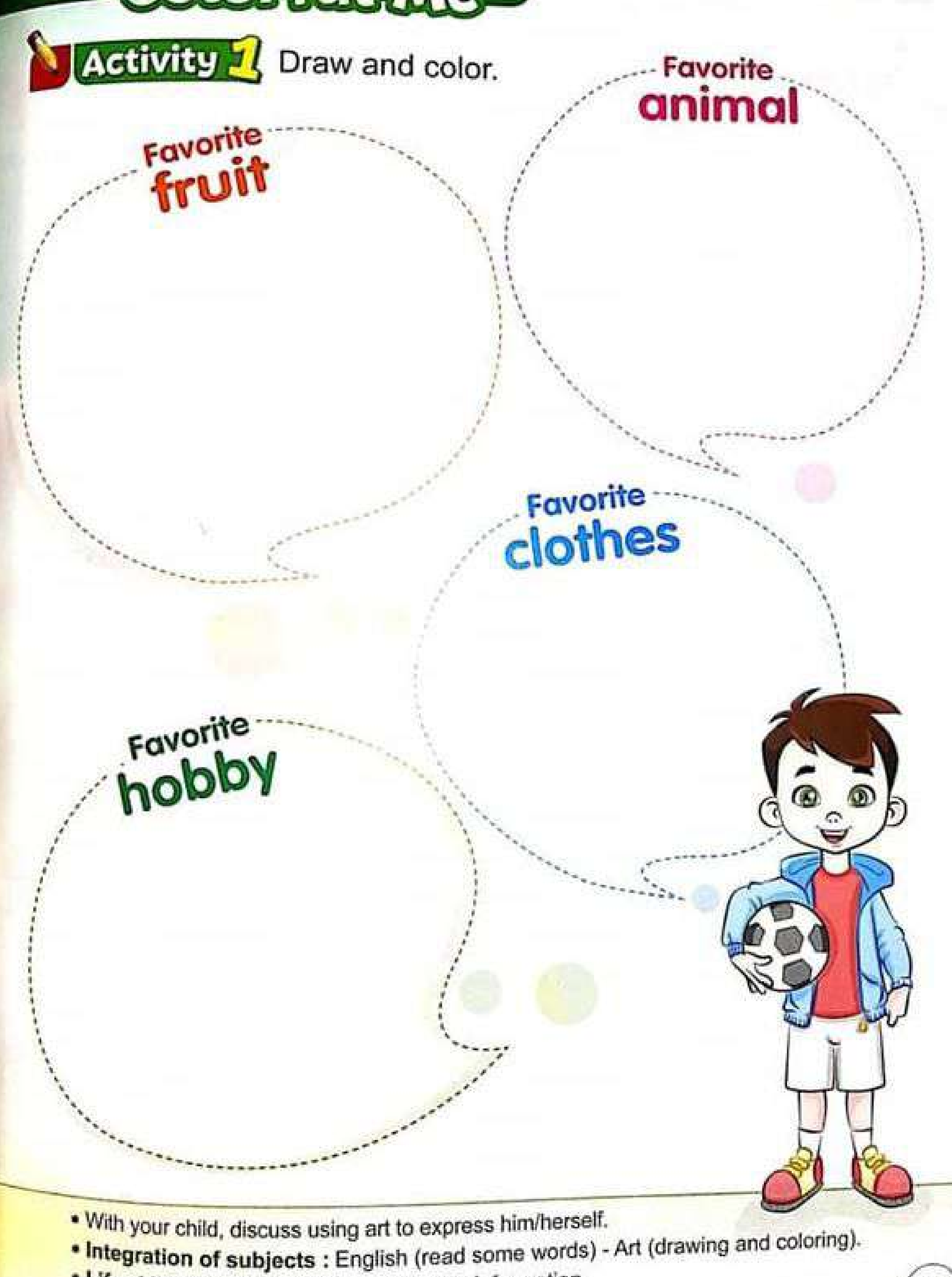


CHAPTER 3

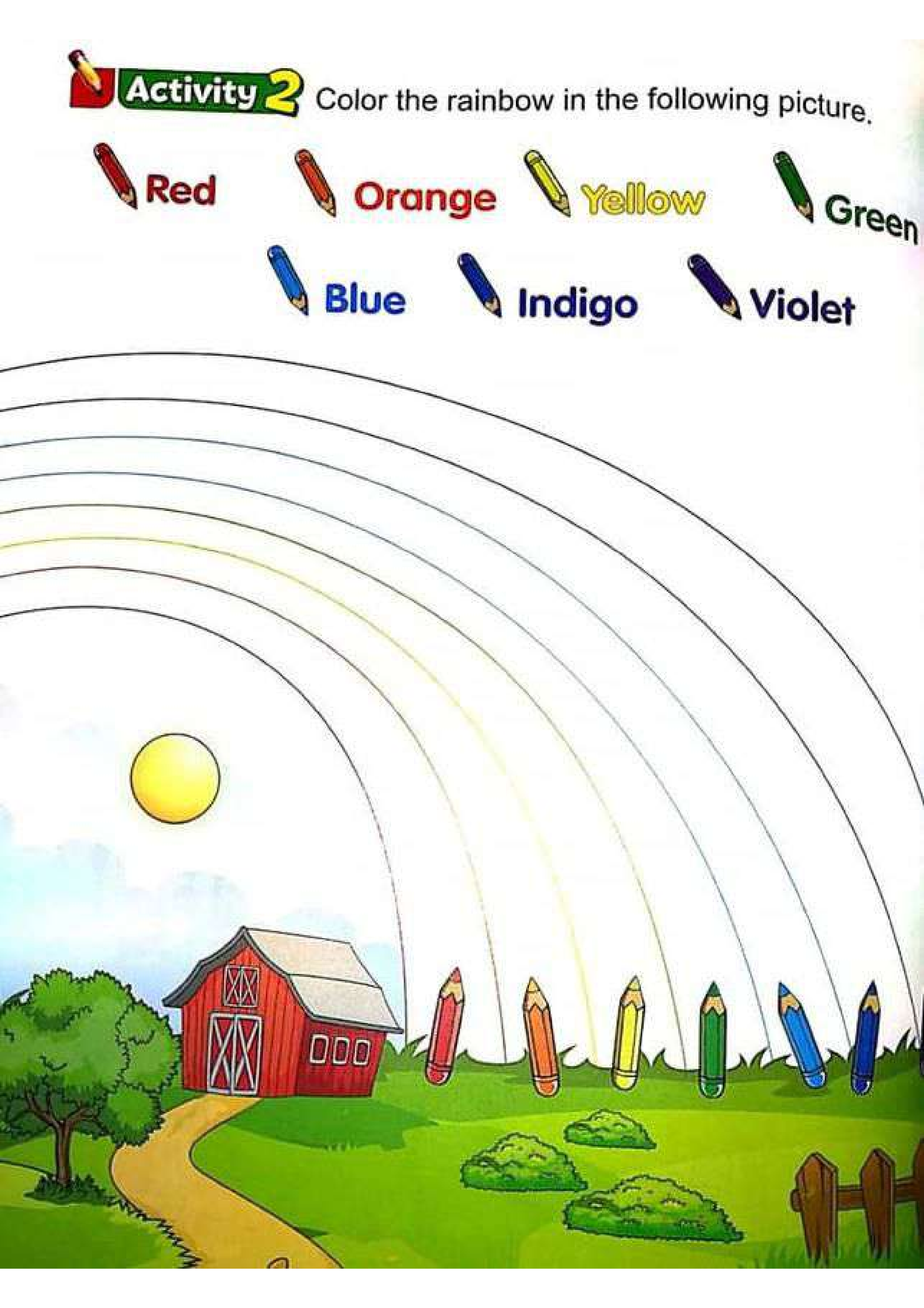
Communicating With Art

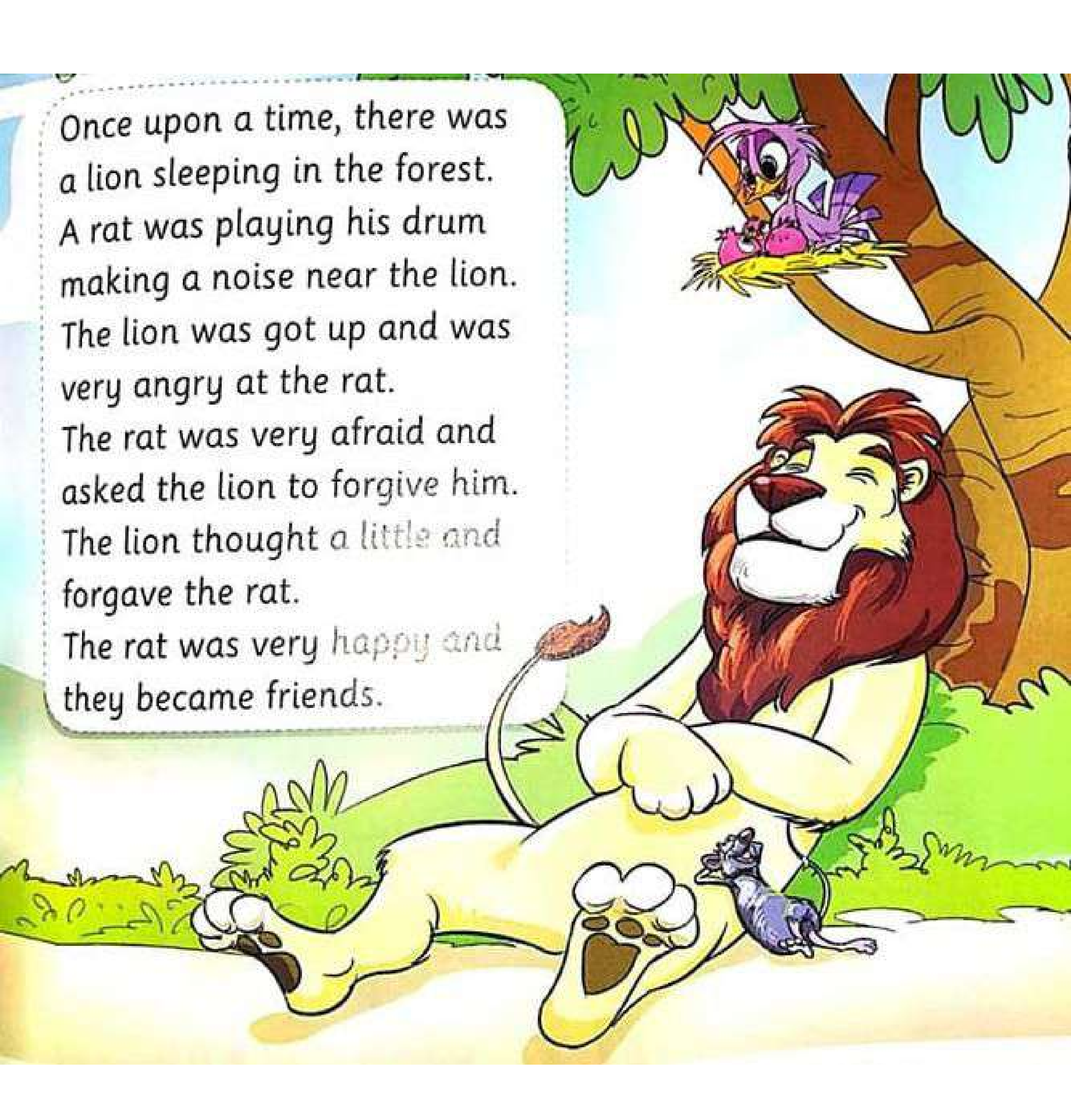
Colorful Me

Activity 1 Draw and color.



- With your child, discuss using art to express him/herself.
- **Integration of subjects :** English (read some words) - Art (drawing and coloring).
- **Life skills :** Self expression - Exchange information.


Activity 2 Color the rainbow in the following picture.
Red
Orange
Yellow
Green
Blue
Indigo
Violet


Once upon a time, there was
a lion sleeping in the forest.
A rat was playing his drum
making a noise near the lion.
The lion was got up and was
very angry at the rat.
The rat was very afraid and
asked the lion to forgive him.
The lion thought a little and
forgave the rat.
The rat was very happy and
they became friends.



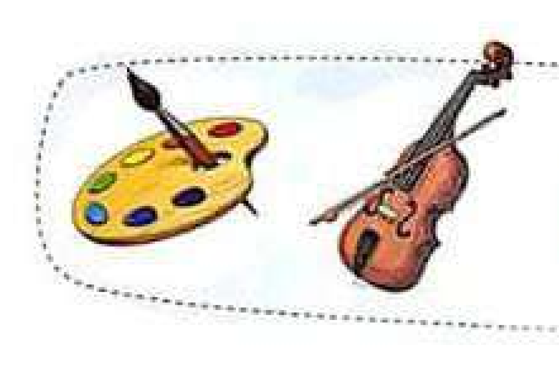
Art Show

Activity Match each person with the suitable tool.

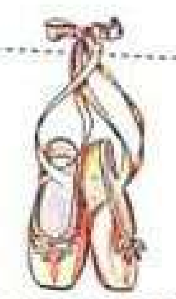




















- With your child, discuss the tools used in each art.
- **Integration of subjects :** Art (tool of different arts) - Social studies (professions).
- **Life skills :** Recognizing relationships - Observing.

If I Were an Artist



Activity Complete the word under each picture, using the following word :

Photographer   Actor   Dancer   Musician   Painter   Sculptor

P - - - - - - - - - -

D - - - - - - - - - -

M - - - - - - - - - -

S - - - - - - - - - -

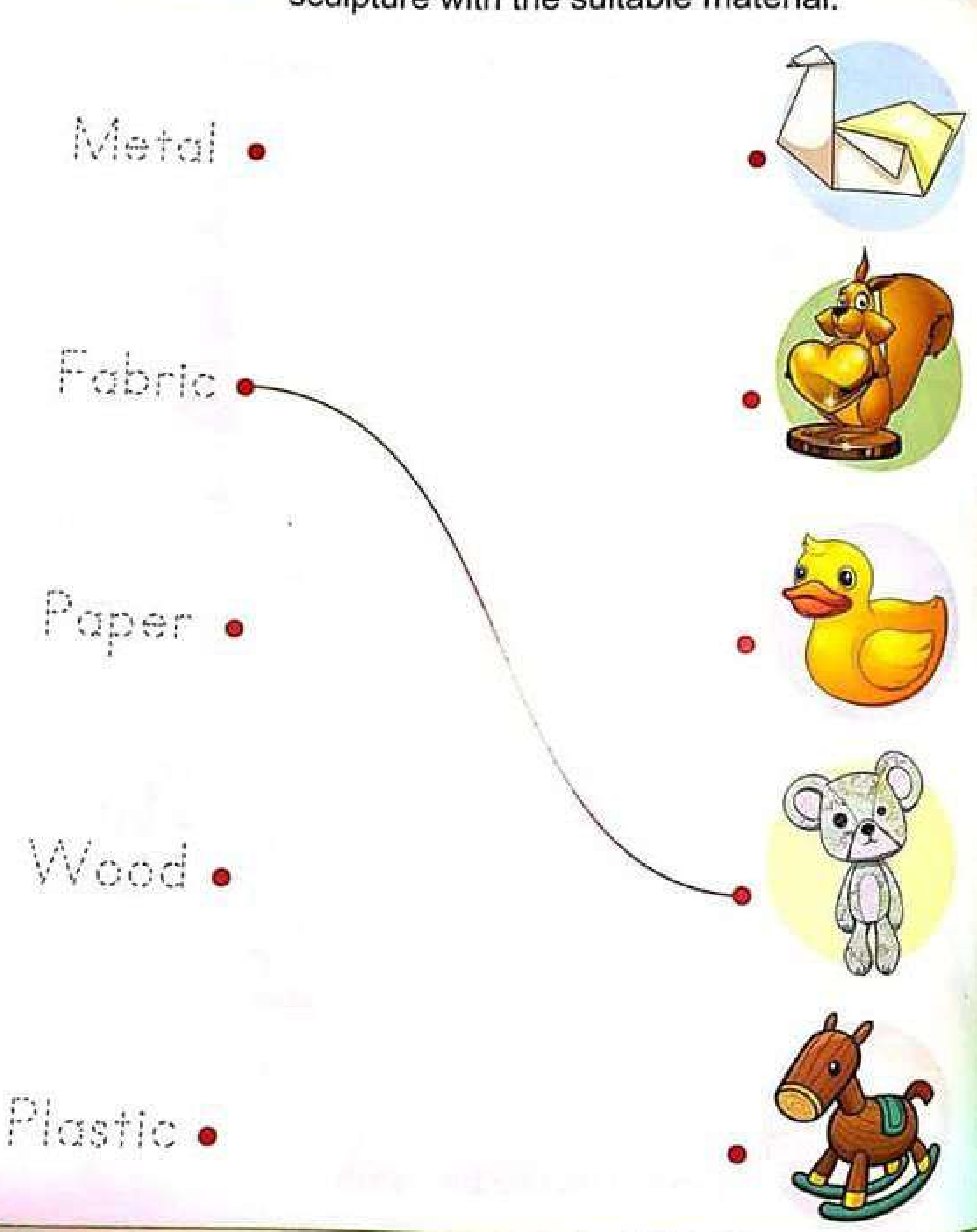
P - - - - - - - - - -

A - - - - - - - - - -

If I were an artist, I would be ....

Sculptures

Activity Trace the words below and then match each sculpture with the suitable material.

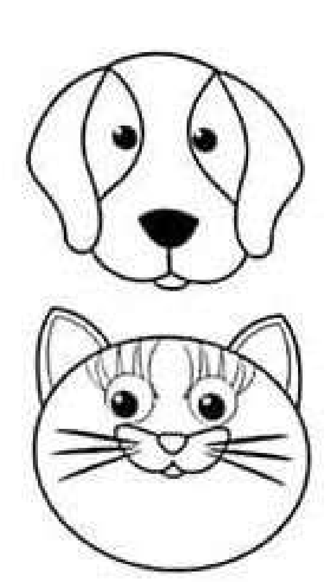


- With your child, discuss different materials used to create sculptures.
- **Integration of subjects :** English (writing words) - Science (materials) - Art (sculptures).
- **Life skills :** Realize relationships - Differentiation.

Mask Pattern



Color the masks of the dog and the cat **(a separate gift with the book)** and then cut them out to use them in the activity on page 132.



Our Script



Role - play the following script with one of your
members using the masks of the dog and the ca

The dog meets the cat in the garden.

 : Good morning.

 : Good morning. .

 : Why are you looking so sad ?

 : Because there is a big rock in front of my house door and I cannot move it.

 : It is a very bad thing, but I can help you if you want.

 : It will be a very good thing. Thanks for offering help.

The Dog and the cat go to the cat's house.

 : It is a very big rock, but we can move it together.

The Dog and the cat move the rock.

 : Thank you for your help.

 : It is my pleasure.



Time

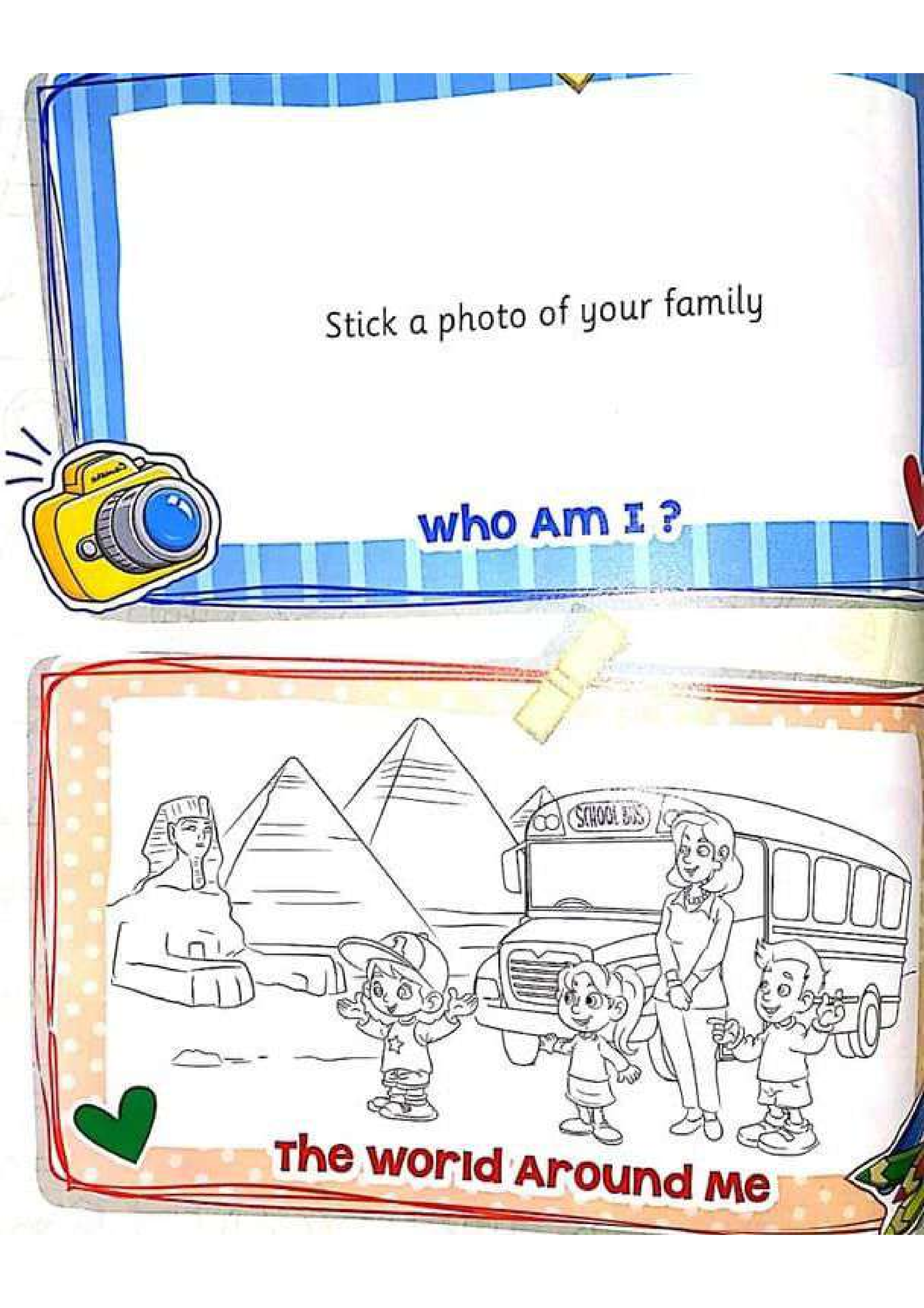
- There are different types of arts like : drawing, music, writing and acting etc ...

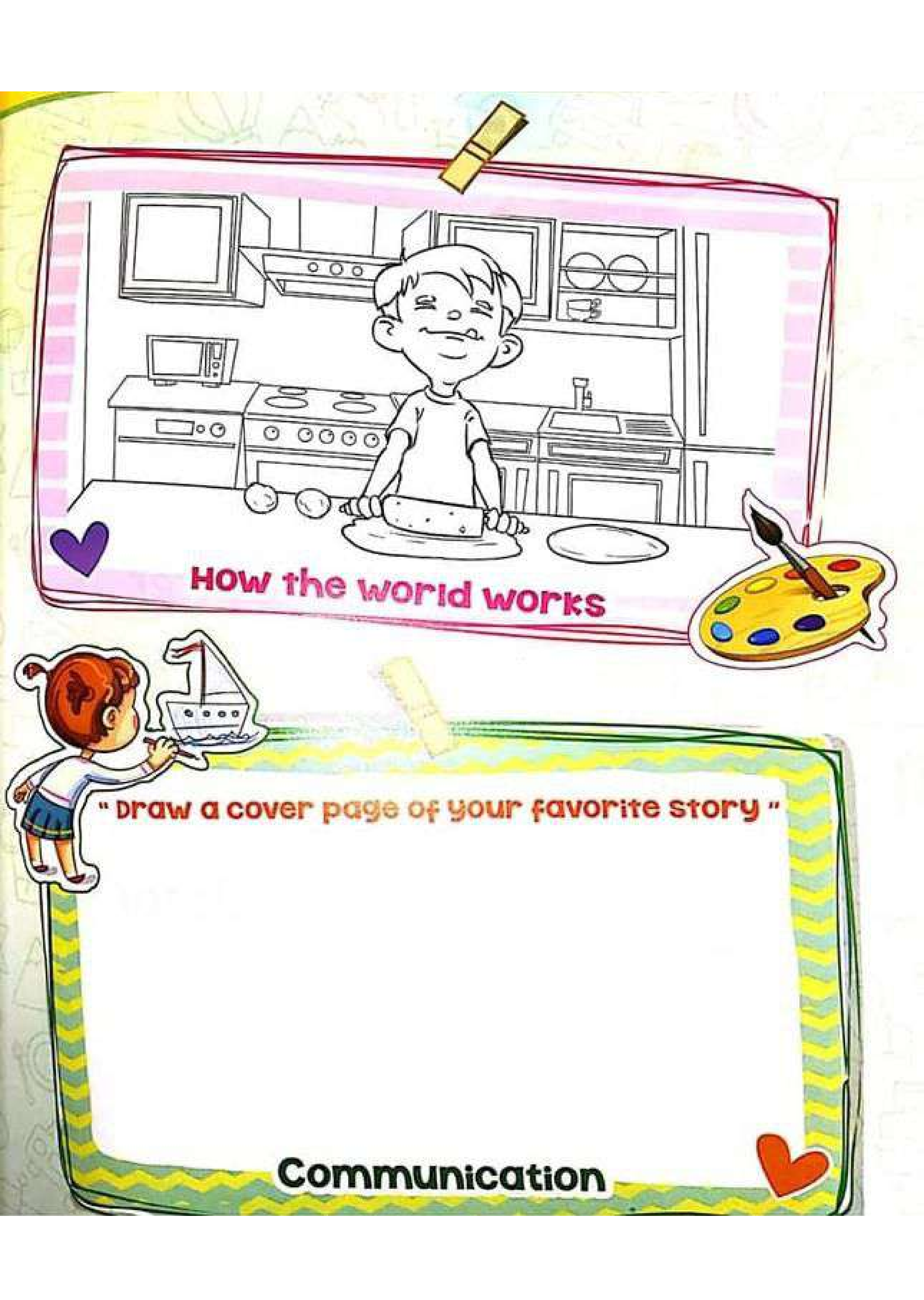
- The sculptures are made from different materials

Metal

Wood

Fabric


Stick a photo of your family
Who Am I ?
SCHOOL BUS
The World Around Me


How the world works
" Draw a cover page of your favorite story "
Communication



CORNER



Photograph

Photograph

Drama

Drama

Painting

Painting

Painter

Painter

Sculpture

Sculpture

Sculptor

Sculptor


Music
Music
Musician
Musician
Acting
Acting
Actor
Actor

Plastic

Plastic

Metal

Metal

Wood

Wood

Mask

Mask

• Let your child read and trace each word and then write it twice by him/herself